

Recreation



EDWARD REED ASSOCIATION

MAY 1933 - JULY 1934

Recreation Leadership Courses

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May, June and July, 1955

HELEN M. DAUNCEY
Social Recreation
and
Playground Leadership

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May 9-12

Merritt A. Nelson, Superintendent of Recreation-Parks, City Hall

Hayward, California
May 16-19

Harold L. Teel, Superintendent, Park, Recreation and Parkway District

Missouri Recreation Workshop
May 28-June 3

Robert L. Black, Missouri Division of Resources and Development, Jefferson City

Berks County, Pennsylvania
June 8-10

Lloyd H. Miller, Director, Recreation Board of Berks County, Reading

Lancaster, Pennsylvania
June 13 and 14

Albert E. Reese, Jr., Director of Recreation, 135 N. Lime Street

Youngstown, Ohio
June 16 and 17

O. S. Ellis, Director-Treasurer, The Youngstown Playground Association, 2218 Ohio Avenue

Danville, Virginia
June 20-23

Miss Constance Rollison, Supervisor of Special Activities, Recreation Department

Vineland, New Jersey
June 9 and 10

Jack A. Claes, Supervisor of Recreation, Recreation Commission, City Hall

*Greensburg, Pennsylvania
June 13-16

Othmar B. Wuenschel, Recreation Director, Greensburg Recreation Board, 305 S. Maple

Upper Darby, Pennsylvania
June 20-22

Herbert S. Herzog, Director of Health, Physical Education and Recreation, Upper Darby School District

Shepherdstown, West Virginia
July 5-8

Dr. O. S. Ikenberry, President, Shepherd College

RUTH G. EHRLERS
Playground Leadership

Fayette County, Kentucky
May 2-5

John F. Gettler, Director, County Playground and Recreation Board, 400 Lafayette Drive, Lexington

Wichita, Kansas
May 16-19

Pat Haggerty, Superintendent of Recreation, Board of Park Commissioners

4-H Club Round-Up
Stillwater, Oklahoma
May 31-June 3

George E. Hull, Assistant State 4-H Club Leader, Extension Service County Agent Work

New Ulm, Minnesota
June 6 and 7

Joseph Harmon, Director of Recreation

Owatonna, Minnesota
June 8-11

Edward Brandeen, Director of Recreation

Fergus Falls, Minnesota
June 13 and 14

Odis LeGrand, Supervisor, Department of Elementary Physical Education, Fergus Falls Public Schools

Pittsfield, Massachusetts
June 20-23

Miss Marilyn J. Thomson, Supervisor of Recreation, 52 School Street

ANNE LIVINGSTON
Social Recreation
and
Playground Leadership

Decatur, Illinois
June 9 and 10

Russell J. Foval, Superintendent of Recreation, 243 S. Water Street

Toledo, Ohio
June 13-16

Arthur G. Morse, Supervisor, Division of Recreation, 214-18 Safety Building

Westchester County, New York
June 22-24

Miss Vivian O. Wills, Assistant Superintendent, Westchester County Recreation Commission, County Office Building, White Plains

Midland, Michigan
May 23-26

David Russell, Director, Midland Community Center, 127 Townsend Street

Winona Lake, Indiana
June 9

Floyd M. Todd, Free Methodist Church of North America

Toledo, Ohio
June 13-16

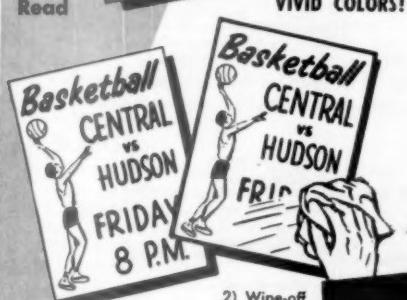
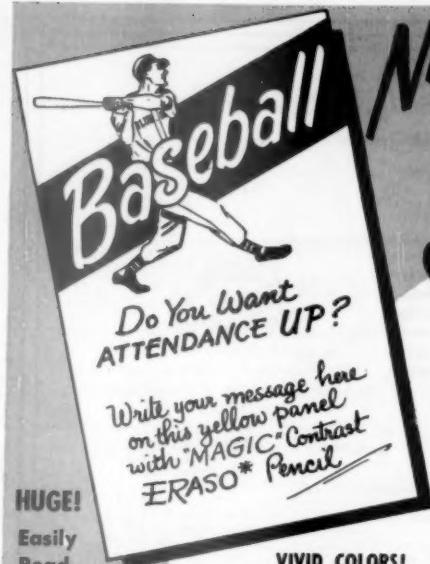
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* In cooperation with Latrobe, Jeannette and Hempfield Township.

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Affiliate membership in the National Recreation Association is open to all non-profit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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ACTIVE ASSOCIATE MEMBERSHIP

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid support of several hundred volunteer supporters throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agents.

cies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 8 West Eighth Street, New York 11, New York.

MAY 1955



THE MAGAZINE OF THE RECREATION MOVEMENT

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Vol. XLVIII Price 50 Cents No. 5

On the Cover

Unless we miss our guess, this bright young miss enjoys her backyard play! And, rightly, it's "all in the family" because she is a granddaughter of the NRA. Her granddaddy is George Nesbit, head of the Association's Correspondence and Consultation Bureau. We are grateful to her father, William H. Nesbit, a camera enthusiast, who took and developed this picture.

Next Month

Emphasis on camping, with suggestions for evening camp programs, campfires, and, also, playground activities. An interesting how-to article, "Outdoor Recreation and An Adventure," on a canoe trip. Executives will not want to miss "Naming the Recreation Area."

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Recreation*

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SPRING CLEANING ~

or Family Play and Community Life

John W. Faust

No! NOT AGAIN! Why just last Friday you vacuumed and polished! Now you start all over!" Have you ever heard *that* before?

Relax though, the spring cleaning we discuss here is of a different order or, as the lawyers say, the cleaning of the spring.

In the fall, years ago, we used to take over our uncle's camp in the Adirondacks for two weeks. Miles from a railroad and from neighbors, we could fill our souls to overflowing with quiet, sights, sounds, fragrances—in preparation for the long winter months in the city.

Our first ritual upon arriving, after starting a blaze in the huge fireplace, was the cleaning of the spring. All twigs, leaves, and bark were cleaned away until one could see the clear golden sand and bubbling water at the bottom. In the morning there it was, a gold-lined bowl framed with russet, maroon, and green moss, contributing its overflow of sparkling water through its own small channel into the Raquette River.

Families are like that. For families are the wellsprings of community and national life.

Communities are but aggregations of neighborhoods. Neighborhoods, in turn, are but aggregations of families. These family wellsprings feed and make the larger currents of neighborhoods and community life. They must be kept clean, as clear-flowing and sparkling as that camp spring. It is here that one finds "the grass roots" often referred to. Here are the foundations and the true strength of America.

If these wellsprings are roiled by

tensions, discontent, and unhappiness, if they are muddied by racial and religious bigotry, choked by dull, dreary leisure—with no "living for the fun of it"—how can they make any but that kind of a contribution to the stream of neighborhood and community living?

Dr. Paul Poponoe, one of the greatest and wisest authorities on family relations, says, "Use of leisure time is another key to successful family life. Many a broken home might have been prevented had husband and wife enjoyed a reasonable amount of wholesome, inexpensive, constructive, and mutually-shared recreation that broke the monotony of daily work, gave them things to think about and talk about together, and satisfied the imperative human needs of companionship, recognition, and self-expression... Parents should give more forethought to helping their young people develop inner resources and learn something about the almost lost art of recreation, for which city life has substituted paid entertainment. Adequate and satisfying recreation is essential at any age, but vital after marriage."

One of America's foremost religious leaders, Dr. Harry Emerson Fosdick, in a pamphlet he wrote for the National Recreation Association, said: "Did you ever stop to think that nothing beautiful ever came into life until folks began to play?"

"The spirit of play, which is the crown of work and of home life, is also the crown of religion.

"There is great satisfaction in life for those who take it always in a sporting spirit, for those who are living for the fun of it."

I see in all this a direct and inescapable challenge, particularly to leaders and programs in the public recreation field. Here recreation is an end in

itself. At the same time, there is full recognition and realization of the valid attendant by-products of such programs in the areas of education, health, conduct, social integration, and so on.

This is one of the most important criteria in evaluating a community recreation program. Are we just another agency pulling the family apart? There are many agencies which do. Or do we, by our programs, strengthen family ties and solidarity both within and outside the home? Do we add fun, sparkle, and savor to family living?

Only recently, a young couple with four small children asked me to their home one evening to talk over a family concern. It was: "How can we set up competition to those agencies whose programs pull our family apart? How can we make our family life more alluring and satisfying?"

This is just one example of an intense longing on the part of parents for answers to these questions. This was illustrated overwhelmingly during my twenty-one years of experience on the board of the National Congress of Parents and Teachers. As recreation chairman, I conducted hundreds of "fathers' night" discussion groups and gave hundreds of talks on family life, followed by question periods. Nineteen out of twenty times, when I was asked to lead discussion, it was on some variation of such topics as "The Spirit of Play in the Home" or "Family Life—What Makes it Tick." These people, too, wanted to know how to make family life more alluring.

An amusing confirmation of the longing of parents for help was a telephone invitation to talk to college women's clubs in five cities. Since practically all members were mothers, I suggested a talk on "Recreation and Family Life."

JOHN W. FAUST is a Middle Atlantic District representative of the National Recreation Association.

Editorial

There was a polite gasp on the phone, "But we have been studying that as our club program for two years with a *professor* from the university!" When I explained that study and action are not synonymous, my topic was eagerly accepted.

Over 350 women attended. I talked briefly, and then came the questions—for forty-five minutes—some hypothetical, but an avalanche of personal ones. This experience pointed up the short circuit between study courses, books and so on, and the building of a play tradition in family living. It was evident that only in few instances had the "study program" resulted in action at home.

Parents are confused as to where to begin and how—in backyards, playgrounds, indoor play rooms, workshops, or with books, equipment, supplies. The crux of doing something about family play, however, is the will to do and "living for the fun of it" in all family chores and relationships.

Books, facilities, and equipment have their places and uses, but the resources for beginning are in the hands of all families—for example, the games, songs, and stories parents enjoyed as children, and those the children learn at school. These, plus picnics, backyard or afield, or dining together for one meal a day are all a family needs to begin, if they have the will to do so. The public recreation department, library, museums, and other resources can be used as family interest grows.

Too few departments are concerned with the challenge and rare opportunity for service to the foundations of community life—families. One department answered the challenge in this manner. Helped by the Parent-Teacher Association Council, it secured the use of five schools for a different night each week. The superintendent of recreation employed seven part-time leaders with different skills—music, drama, arts, shop, social recreation, dance, pre-school. The *families* in each neighborhood were invited to come to their own school for the designated date. During the first part of the evening they divided by age and interests, under the supervision of the seven leaders. But the climax—the big pay-off—was the last forty-five minutes when all the dads and mothers and

children came together in the gym for community singing, social games, a grand march and square dancing. You never heard such laughter and merriment, especially among the children at seeing the elephantine antics of their elders. Did something happen to those families in those homes; to those neighborhoods? It did! No statistics, true, but it could be seen and felt.

In another city, family needs are met in a variety of ways. Two years after the recreation program was started, the judge of the domestic (not juvenile) relations court came up to me and said, "My business has fallen off fifty per cent. For the first time in their lives some mother and fathers have had a chance to get away from the four walls of the house, bellyaches and doctor's bills. They have been able to sing in a chorus, play in a symphony, bowl, dance, do crafts, and so on. They have returned home looking more interesting to their children and more alluring to each other."

We figured that the fifty per cent cut was just over twice what the city spent for the recreation program. This city also held parents' clinics on activities for rainy days and Sunday afternoons, for convalescents and shut-ins, for children's and family fun.

Another city prepared and publicized bulletins on family party and picnic programs, with directions for games and other activities, and on how to build a backyard fireplace for cook-outs and picnics. They also made up party and picnic loan kits for family use, with a suggested list of activities.

Many cities have had backyard playground contests with suggestions and help to families. Others have had garden contests and exhibits of hobbies.

Two women—both state P.T.A. recreation chairmen, have made history in their states. One made a drive for backyard fireplaces as focal points for outdoor family fun. In her third year her twelve districts reported over 14,000 family picnics. She also urged setting up a mother-daughter "studio corner" in the home—to match the father-son workbench—where items for home decoration and beautification and gifts could be created.

The other woman, who had been a play leader before her marriage, took

her own and a neighboring family to the state's educational radio studio one night a week and put on a family play night. She became famous as "The Games Lady" in homes throughout the state. TV has opened up unlimited possibilities in this area.

In evolving a family life where situations are deftly handled with a relaxed and smiling touch, where there is laughter and gaiety, and where molehills remain molehills, no vehicle surpasses the social period of the evening meal. In the largess of its parental and family rewards, it stands just after Christmas and Thanksgiving.

Just stop a minute—flash your mind back to your own youth. What stands out and makes you smile? I'll wager that one thing is the warmth and fun around the table at suppertime. There is no occasion in family living so rich in possibilities for weaving back and forth those tiny invisible silver threads which bind the family together as a unit—whether actually together or far apart. Here, where love and laughter, humor and understanding reign, are laid those deep unseen foundations buttressing the emotional stability and the benign social integration of our children. And don't say this is Victorian and can't be done in the fast tempo of modern civilization. It is being done in thousands of homes throughout the land.

The programs of far too many excellent national, state, and local public and private agencies serving all ages are pulling the family apart. One national agency, recognizing this, has begun, I am told, an experimental family program. But who is equipped with better tools and techniques for the recreational use of leisure time per se, who is in a more advantageous position to swing into action on it, than qualified leaders in the public recreation field?

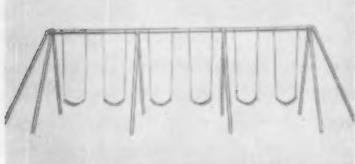
Let's lay hold on it, and actually do more about it!

There are two lines in an old gospel hymn of my youth which put it neatly:

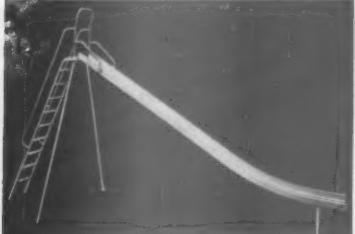
"Lay hold on life and let it be,
Thy joy and crown eternally."

CHAMPION
Selected

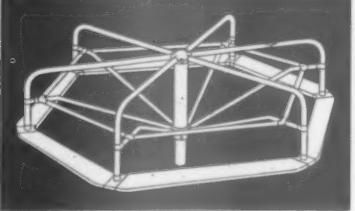
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Your Playground



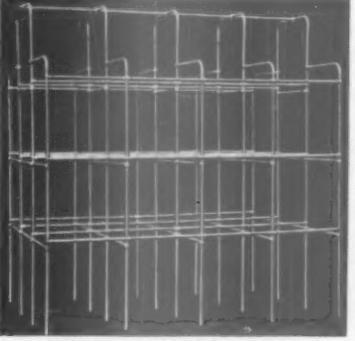
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Readers! You are invited to send letters for this page to Editor, RECREATION, 8 West Eighth Street, New York 11—so that your ideas, opinions and attitudes may be exchanged with others on the wide range of subjects of concern to us all. Here is your chance to agree or disagree with the authors of our articles.

—The Editors.

Brief Comments

"In your March issue you printed my letter on our 'Master Social Calendar.' I know you would like to know that I have received letters from all over the country in regard to it."

VINCENT D. BELLEW, Superintendent of Recreation, Tuckahoe, New York.

* * *

"Letters" in RECREATION is a section which has taken on increasing importance through the years until, today, one finds it an indispensable part of one's scrutiny of your significant magazine."

THOMAS S. YUKIE, Director of Recreation, Levittown, New York.

Swimming Pools Series

Sirs:

I have certainly enjoyed reading your article on outdoor swimming pools in the January and February issues and I have found that the various recreation directors with whom I have talked have taken special note of these articles and are quoting from them to their commissions. The articles have certainly created a great deal of interest.

CHARLES M. GRAVES, Park and Recreation Engineer, Atlanta, Georgia.

Playground Equipment Boxes

Sirs:

We built a sturdy wooden box for storing playground equipment outdoors, but within a few years the boys were tearing it apart; therefore, I would advise a metal one. Packing-material bins are advertised by the Standard Equipment Company, 3175 Fulton Street, Brooklyn 8, New York—and if the material of which they are made is heavy enough, these might be used.

N. W. EDMUND, Chairman, Barrington Recreation Commission, Barrington, New Jersey.

Park and Recreation Conference

Sirs:

The third training institute of the Mid-Continent Regional Park and Recreation Conference, held in conjunction with the University of Minnesota Continuation Center, was very successfully received. There was an attendance of more than one hundred delegates from Canada, North Dakota, South Dakota, Nebraska, Iowa, Wisconsin, and Minnesota. This three-day meeting covered all facets of the park and recreation field and included some inspiring talks by outstanding speakers.

The facilities and appointments at the Continuation Center again proved ideal for such a training institute, and the comments of the delegates indicated their interest in such kinds of meetings.

FELIX K. DHAININ, Landscape Architect - Administrative, Minneapolis, Minnesota.

Recreation and Adult Education

Sirs:

Malcolm Knowles does the field a service in his article in your February issue. He begins the ball rolling on this problem of definition and differentiation of specialities in the education and recreation fields. I am a bit disappointed, however, in his optimism concerning the future merger of adult education

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and recreation. I am not so sure that adult education has to be "recreationally" palatable, nor that recreation must include educational objectives.

Recreation, in its essence, functions to restore autonomy to the individual whether this autonomy be psychological, physiological, or social in nature. To accomplish this feat, it takes many avenues. At times it may be heavily structured. Contrarily, the individual trout fisherman may be reconstituting his personality very much alone on some frosty morning as he drops bait into a swirling pool. Likewise, the spontaneous aspect of recreation, its enthusiasms and aesthetic appreciations are not tied to educational concerns.

Adult education, on the other hand, must address itself to a citizenry which is very mobile, complex, ambivalent, and often uninformed. Increased responsibilities sit astraddle the shoulders of him who would be responsible and confidently competent in today's hurly-burly society. The changing demands of tomorrow often make futile our understandings and techniques of yesterday. This, it seems to me, is the charge to adult education. Without such deep concerns adult education is but a fluffy preoccupation with conveniently satisfying and enjoyable, individualistic activities.

I like Mr. Knowles' reference to the "highest enjoyment of all, the enjoyment of self-improvement." The difficulty, however, appears to lie in the fact that such enjoyment is usually retrospective in nature. One does not always love the practice involved in achieving musicianship, nor the midnight oil burned over the years in ceremonious dedication to the hallowedness of advanced degrees! Recreation, on the other hand, is a here-and-now satisfaction; tangible, alive, real, and immediately enjoyed.

For these reasons, I believe that we need to differentiate rather than merge recreation and adult education, in addition to seeing the blessings of each.

CHANNING M. BRIGGS, Acting Director of the Division of Group Work and Recreation, George Williams College, Chicago, Illinois.

* * *

Sirs:

I was delighted to read the editorial, "Recreation and Adult Education" by Malcolm S. Knowles. It has been my belief for some time that these two fields were inseparable. In fact, for over a year now the recreation department has sponsored an adult class in parent-child relations, and we hope in the future to offer more classes in various subjects

for adults. Recreation, it seems to me, is definitely an area of education even for the children and other youngsters who participate in the program. With this view in mind, it would not seem to me that we could take the education out of recreation for adults. I would like to hear views from other recreation personnel.

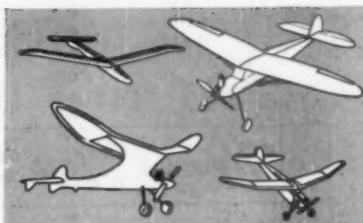
FRANKLIN C. HILL, Superintendent of Recreation, Bainbridge, Georgia.

A Treasury of Living

Sirs:

Here is an interesting item for you. The book which was published after Mr. Braucher's death, *A Treasury of Living*, was on television yesterday. A Charleston station, WCHS-TV, is presenting a series of programs each Sunday afternoon called "The Church's Big Story." The subject yesterday was the church in the field of recreation. I loaned the book to the minister in charge of the program and he quoted from it and held the book up before the camera so that it could be easily seen. His quote was from page 113, the last six lines of "Play and Worship."

ROBERT E. KRESGE, Superintendent of Recreation, Charleston, West Virginia.



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Things You Should Know . .

► THE SEPTEMBER 1955 ISSUE OF RECREATION MAGAZINE will be the National Recreation Congress Issue carrying a Congress section which will include: an article on what to see and do in the city of Denver—and on the way there; last minute news about the big meeting; a listing of commercial exhibitors; and so on.

In addition, this issue will again emphasize to some extent the working relationships of municipal recreation departments and the local schools in providing community-wide recreation services. If any of our readers have something to contribute on this subject, be sure to have it in our hands by May fifteenth.

► A RECORD CITY BUDGET for New York City of \$1,783,086,557 has been submitted by Mayor Wagner to the Board of Estimate. Public hearings on the proposed budget, which covers the fiscal year starting July 1, are now being held. It must be approved by May 21. This budget allocates the department of parks \$26,150,319, an increase of \$1,650,422 over 1954-55; part of the additional funds will be used for twenty-six new neighborhood playgrounds.

► REAL HOPE FOR THE SOLUTION OF THE COUNTRY'S JUVENILE DELINQUENCY PROBLEM lies in a scientific attack on all phases of child conflict and maladjustment, according to one of the conclusions reached in a recent conference on exploring psychiatric research in juvenile delinquency, sponsored by the Welfare and Health Council of New York City, 44 E. 23rd Street, New York City. Participating were twenty-five psychiatric and other professional leaders. The conferees recommended that study of child conflict and maladjustment should be coordinated with action, not only in clinics and welfare agencies, but also in the home, the school and the community. It has been announced that a full report will be published within the next few months.

► THAT FOOTBALL FATALITIES WERE HIGHER IN 1954 is shown in a recent study conducted by a committee of the

American Football Coaches Association. Fatalities showed the highest total since 1949 and were almost seven per cent higher than the average in the twenty-three years that records have been kept. The committee calls for physical examinations, and greater emphasis on tackling and blocking practice among other recommendations in an article, "Football Fatalities Higher in 1954," in the April 1955 issue of *Safety Education*.

► GOOD SUGGESTIONS FOR SAFETY ON PLAYGROUNDS are also covered in the April 1955 issue of *Safety Education*, in their Safety Lesson Unit. Reprints of this section are available, one to nine copies, for six cents each, lower prices for larger quantities. Address: School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois.

► OVER 175 WEEKS OF HOSPITALITY TO FOREIGN VISITORS have generously been offered to date by the recreation departments of over sixty communities, in cooperation with the Cooperative Community Recreation Project for Exchange of Persons proposal by the NRA's International Recreation Service and the United States Department of State. Every department interested in sharing in this program is urged to indicate its interest as soon as possible.

► EIGHTY TEEN-AGERS FROM THE RECREATION DEPARTMENT PROGRAM of Jefferson County, Kentucky, will leave by plane June 19 for a unique six-day goodwill mission to Cuba. Each member has been required to earn, by his own efforts, forty dollars to help defray the cost of the trip. The group will carry special greetings to Cuban youth leaders and officials from the International Recreation Service of the National Recreation Association.

► CRAFT LEADERS TAKE NOTE! A revised edition of *How to Make It*, a bibliography of free and inexpensive pamphlets on arts and crafts, is now available for fifty cents postpaid from Curriculum Laboratory, Temple University, Philadelphia 22, Pennsylvania.

► CAN YOU HELP? The Puyallup, Washington, Recreation Commission has a problem. They are being asked to pay the same high, liability insurance premium for their department roller-skating program—which involves no more than twenty hours per month—as is charged to a commercial roller-skating rink. They want suggestions, and answers to the following questions: Have any studies been made nationally concerning recreational roller-skating programs and liability insurance for the same? Could some effort be made to make such a study? What reports are available as to the hazard and risks involved in such a program as compared to a commercial rink? Are there any reports as to the hazards or risks involved in the former as compared to a recreational baseball program for both children and adults?

► AVAILABLE TO AFFILIATED MEMBERS of the National Recreation Association, the new 1955 group accident insurance plan established for the Association by the American Casualty Company of Reading, Pennsylvania, is now ready. The plan covers baseball and softball teams in the eight-to-twelve-year-old group, thirteen-to-eighteen, and over eighteen. Write the NRA for further information.

► A SPECIAL FIFTEEN-PAGE SUPPLEMENT in the January 1955 *Sporting Goods Dealer* carried the title "Little Fellas—Build Big Business." The lead article, "To Secure for Every Child a Place to Play in Safety," urged sporting goods dealers to take this NRA objective for their own. The whole supplement carried interesting facts and information, and suggests to us that cooperation between such dealers and local recreation departments should be a two-way street.

► THE FOLLOWING FORMULA FOR SUCCESS was at one time expressed by the late Professor Albert Einstein:

If A is success in life, the rule might be expressed:

A equals X plus Y plus Z

X being work, and Y being play, and Z keeping your mouth shut.

Our Apologies

In the letter from Jackson M. Anderson, Consultant in Recreation and Outdoor Education, AAHPER, on our Letters page in April, paragraph three should read: "As early as 1917, the *National Education Association* set forth as one of the seven basic objectives of education 'the worthy use of leisure time.'"

We are happy to announce ~

An International Recreation Congress

October 1-5, 1956

ONCE AGAIN the recreation, play, and leisure-time forces of the world will be brought together in an International Recreation Congress at Philadelphia, Pennsylvania, U.S.A., October 1, 1956.

The First International Recreation Congress was held in Los Angeles in 1932, just prior to the Olympic Games of that year. Herbert Hoover, while President of the United States, was honorary president of the congress. A distinguished international advisory committee sponsored it and helped in its planning.

A Second International Recreation Congress was then scheduled for Berlin in 1936 and was turned over to the German committee for organizing in accordance with the principle adopted of giving responsibility to the host country each time. Subsequent developments in the international situation, however, caused the National Recreation Association of the United States of America to withdraw from participating in the congress in Germany in 1936 and in Italy in 1938.

Immediately following World War II various groups began to urge that an international recreation congress again be held. Frequently it has been suggested that the congress be related to the Olympics, the United Nations, and other movements and institutions.

In the meantime, the concept of recreation has become more widely understood throughout the world. An increasing number of inquiries have come from foreign countries. Visitors to our office have expressed deep interest in the recreation movement as they have observed it here. The wide-spread concern of the American people generally, in the international situation, and the ready acceptance of the value of technical assistance of all kinds to underdeveloped countries, were some of the factors which have made the reviving of an international recreation congress desirable.

Leaders in the field of recreation in America have also become convinced that the field of recreation has a real contribution to make to international understanding and that a privately organized and privately sponsored effort to bring together leaders from other lands to discuss enriched living through recreation could have values far beyond those accruing to the recreation profession alone.

There is a wide range of programs in other lands for individual community development — which here in America come under the general term "recreation." For purposes of the International Recreation Congress we use this term to cover many of the programs that in

other lands are carried on under various headings including parks, playgrounds, community centers, clubs, recreation and group work, informal education, popular education, youth service, and adult education. In terms of activities we are thinking of music, drama, games, sports, crafts, camping, nature, and hobbies of various kinds carried on for personal satisfaction and development.

The National Recreation Association has, therefore, accepted the responsibility for calling and organizing an International Recreation Congress in 1956 and the International Recreation Service of the Association, along with its expanded program of service to other lands, will provide the executive leadership for the congress which is to be organized separate from any other movement or institution, but which will welcome cooperation and assistance from all who are interested in this broad field of human service.

Philadelphia seems particularly appropriate for this meeting, both for historical and modern reasons. Here the Declaration of Independence took place. Here man's right to the pursuit of happiness was proclaimed. Today Philadelphia, after years of struggle for a comprehensive public recreation service, envisions and has taken steps to bring about a notable program of recreation services for all its people. So here, in the cradle of American freedom, leaders from other lands will join together to exchange information and experience on how leisure can be used for life enrichment through recreation.

The congress will also have significance for the American recreation movement because 1956 is the fiftieth anniversary of the founding of the National Recreation Association.

We shall welcome suggestions from all on how this congress can best serve the recreation needs of people everywhere.—T. E. RIVERS, Executive Secretary, International Recreation Service.

EXCHANGE OF RECREATION LEADERS

A group of top level leaders from all parts of the world responsible for parks, recreation, youth service, and related programs for the people will be brought to America under the Exchange of Persons Program in June, 1956 for a four-month study and observation of the recreation movement under the proposed plan.

They will be sponsored by the International Recreation Service of the National Recreation Association and will be guests of local recreation departments. At the close of their study they will attend the International Recreation Congress at Philadelphia.

Any other foreign visitors who are in America on one of the various exchange of persons programs—public or private—who may have an interest in this important aspect of American life will be welcome to attend the International Recreation Congress at Philadelphia. For further information write to: International Recreation Congress, 8 West Eighth Street, New York 11, New York.

RECREATION for Families

In its most meaningful, creative and growing sense, it has much to offer families today.

William M. Smith, Jr.

THIS TOPIC probably evokes in the reader a strange mixture of memories and emotions. Some will think of popping corn and eating apples in a Grandma Moses' Christmas card setting. Some will think of Sunday afternoon rides, engineered by father, endured by mother, enjoyed by the children, and resented by the teen-ager. Some will be reminded of "every Thursday night at the 'Y,'" when the craft materials are left out "for family fun"—and nobody comes. Others will recall birthday parties, anniversaries, family reunions, or—what do you do with a mixed age group?

As are all areas of family living, recreation is loaded with emotions, feelings, hidden meanings. For that reason it is of more than passing significance. Wherever our professional niche may be, as professionals it is appropriate to ask ourselves frequently exactly what meaning our work, our plans, our programs have for others. It is especially urgent that we raise such questions with reference to the families who make up the communities where we live and work. What are we doing to them in our efforts to do for them?

If recreation is truly for families, what is it like?

1. If recreation is for families, it fits the family and the persons involved. Jean Shick Grossman relates how a soft-spoken, unschooled mother in a settlement house parents' group remarked simply, "If you want a child to practice the piano, you should first find out if he's fittable for music." Some of us, in our eagerness to be able to list "number of participants" or "number of activities carried out," over-do our doing good. We try to get everyone in the community or in the family to do the same thing in the same way at the same time. However, when or as we do that, we should appropriately change the label from recreation to regimentation.

When recreation fits the family it becomes a real and vital part of everyday living, not something crowded in as an

afterthought, something elaborate and unrelated to the rest of living. In a family, moods pass from one member to another by contagion. When one becomes carefree, happy, relaxed, he finds his feelings reflected in those about him. This process can go on regardless of the specific activity in which the family is engaged provided that members are interacting with one another. At least part of the time recreation should stimulate or promote interaction.

Periodicals and how-to-do-it books are filled with plans and suggestions for activities which are too frequently more appropriate for the well-equipped craft shop than for family recreation. [Simple crafts projects and other adaptable and carry-over activities can, however, be introduced to family group members in a recreation department program which is so planned.—Ed.]. An activity with family-appeal should offer a variety of different things to do so that each family member can use his skills and talents, modest or ambitious.

Going on a picnic is such an activity. Picking up sticks for a fire is not age-graded. Neither are many of the other activities incidental to meal preparation outdoors. Planning and constructing an outdoor fireplace or other play equipment falls in the same category. So does the making of Christmas cards and holiday decorations. From beginning to end everyone can have a hand in the goings-on if he so chooses. Fitting the family also brings up the question of the costs of recreation in time, energy, and money. Costs should be seen in relation to all of the other areas of a family's daily living. Mother-daughter skating lessons advertised in the paper sound like fun, but it might be that the time schedule obviously suits the teacher, not the families whose members are in school or at work through the day.

2. If recreation is for families, it leaves room for privacy. If there is any place in this cluttered-up world of activity where a person can find some opportunity for quiet rest it should be his home. We spend so much of our time doing that we need some leisure just to be.

Recreation for the family is not activity alone. Just being together, each person lost in his own thoughts, may be a recreational experience. Our son, at age half-past-three,

DR. SMITH is professor of family relationships, College of Home Economics, The Pennsylvania State University.



Parents are enjoying watching their children at play. A happy, relaxed mood is passed on from one member of the family to another; this feeling cannot be crowded in as afterthought.

used to say, "Sunday is the 'funnest' day in the week. It's fun when we're together. On that day we're all home together and we eat together, and we go for a ride together." In planning for recreation in families it is important to leave time for private, personal use. So many organizations are now family-centered, or claim to be, that the family itself has discovered its privacy invaded. Four scout meetings, four Sunday school parents' meetings, and four PTA meetings get to be quite a dose. With each child in the family this type of participation is multiplied and cuts into free time as well as family time. At a Scout court of honor recently, one of the leaders asking for volunteers emphasized that the fathers have more fun than the boys, that he used to spend one night a week in scout work, now sometimes spends six. How much is left for the family's private world if one or two members go out every night in the week?

3. Recreation for families helps individuals get a new lease on life. To hold interest in life and to make the best of our own personal and family emotional resources we need to get away from our jobs once in a while, to gain perspective. Many of us achieve this or try to do so through some form of recreation. Some find *wreck-creation* instead. We work so hard at our bridge that we are difficult to live with.

It has been said that since we have homes today that *work* well, we need to give more attention to homes that *play* well. After all, a child does not begin with a distinction between work and play. That is an attitude which we adults teach him—from our own storehouse of prejudices. We teach children that it is good to work but a waste of time to play; so we have masses of adults who are recreationally illiterate, throwing away millions of dollars in trying to buy happiness, and full of guilt feelings because they play. We have

heard persons apologize for spending an evening folk dancing because they did not have anything "to show for it." They considered it an unproductive activity.

As individuals we need to learn to take some things lightly rather than giving equally serious attention to all matters. When troubles come, when tempers rise, it may be the best prescription in the book to get away for a while in another activity, so that we may return to look at things from another angle. This does not mean that we use play as an escape, to change the subject, to avoid responsibility. A recreation experience is more than an escape. It strengthens us for tackling problems that face us. Riding a hobby horse frequently gives us such a pick-up. From that saddle, the world can look brighter.

4. Recreation for families builds relationships. It is at this point that some of us who are concerned about human relationships in and outside of the family feel that recreation has so much to contribute, and sometimes has missed the ball. Here are some examples:

The children come home breathlessly from a morning at the tot lot with the news, "We're going to have a pet show tomorrow. Can I take my goldfish? Can I take my dog? Can I, huh?" The family is all drawn into the excitement; —and then later, a committee of mothers is asked to judge the "best pet." Now who can face the doleful eyes of her own child as she points out some other entry as "best"? And who can say that the tears of a four-year-old are worth that day or event? Learning to be good losers? There are more appropriate and more timely ways to learn or to teach that lesson—without spoiling a day for the families.

Another example comes from a community which opens a gymnasium to the town's small fry during vacations. Instead of directing some group games or helping the children see how many different and new ways they might have fun, the adults set child against child in competitive events where only a few can win. Mothers and fathers have to spend the next week consoling the majority of the participants who did not win and did not get their names and faces in the paper.

But recreation can build relationships—when son beats father at checkers and finds that dad thought it a good game anyway—when the whole family plays canasta and the ten-year-old discovers that the eight-year-old "brat" sister also knows how to score—when the children come home with "new" folksongs which mother and dad sang twenty-five years ago and can learn again in a new arrangement—in dozens of ways, recreation can, and does, build relationships.

5. Recreation for families lasts throughout the cycle of family life. The professional recreation worker would not label play "for children only," but some communities appear to do so. In families, however, recreation makes one more

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opportunity for age barriers to be crossed. It is a kind of insurance policy for the later years. College students frequently claim that they have left at home two persons who are "strangers to each other," a father and mother who were so busy working separately through the child-rearing years that they forgot to be man and wife in the sharing of interests and companionship.

The beginning family of husband and wife, the expanding family with children growing, and the contracting family with children leaving home—each stage has its own special opportunities for fun together. Some of these activities, like singing and dancing, can last from one end of the family cycle to the other. Some will be postponed during the hectic child-rearing years to be re-discovered later. One of the best nights in the month for our family is the one when the family folk dance group meets. Children and their parents get together for the joy of dancing, learning new ones, brushing up on old ones, with no ambition to put on a "show" or enter a contest.

Golden-age clubs have been organized in many communities, but oldsters want more than busy work. They want to belong. In rural communities they danced and played as they worked with their children and grandchildren. Now they can't even visit them. Teen-agers are in a similar position, age-graded out of the family. In addition to such special activities for any one age group, recreation programs should provide for times when different ages can play together as well as leaving time for families to use together as they please.

6. Recreation for families strengthens, does not weaken resources. Today persons are needed who are flexible and adaptable in personality to meet the strains and tensions of society. Homes are needed which provide sure, quiet havens of refuge where men, women, or children can be accepted as they really are—whether they win, lose, or try.

It was pointed out earlier that expenditures for recreation need to be made within the framework of family financial resources. No less important is it to see that recreation experiences for, by, or with families do not drain or damage their security-building resources, their emotional bank accounts. Being good sports, showing a sense of humor, taking turns, mental alertness, sociability—these are valuable character traits developed through play and recreation. Such positive "internal" resources need continual restoration.

All activities which are labelled recreation are not necessarily re-creative. And the same activity in different times and places has different effects on those who participate. But recreation in its most meaningful, creative, growing sense has much to give to families today, as it fits these families, as it leaves room for privacy, as it develops perspective, as it builds relationships, as it lasts throughout the cycle of family life, as it strengthens internal resources.

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Reprinted from the January, February, March and April 1955 issues of RECREATION.

NATIONAL RECREATION ASSOCIATION

FUN Without Tears

Ruth E. Hartley

Real fun—the contagious kind—is a built-in part of companionable family living and not a separate department.

EMILY HOSKINS startled the parents' group which was discussing recreation and the difficulty of finding things that the whole family could do together. "We don't have much trouble that way," she announced. "We don't try to do anything planned just for the children."

"But you have to," one of the group remonstrated. "It's your duty. All the experts say so."

"Oh, we tried it," said Emily, "but we found it just didn't work. When the children were small we played dreary little games with pointers and counters that were supposed to be chickens and bunnies. But pretty soon Don would begin to yawn, and I'd start to think about something else, and the children would be fighting about whose turn it was because we lost track. Later we tried counting and spelling games, but those were no good either. If we got ahead of the children they pouted, and if we held back they acted as if we were insulting them and accused us of not really trying. The trips that everyone said were good for them were usually flops. For one thing, they wouldn't pay attention to the marvels and wonders they were supposed to observe and we felt our efforts had gone for nothing. When we got home we were tired and cross. But since we've stopped trying, we're all having a wonderful time."

The Family Makes the Fun

In the privacy of our own thoughts, most of us would admit that, at times, we face up to family recreation as a

Condensed and reprinted with permission from the Spring 1954 issue of *Child Study*.



"My daughter whooshes away on her paper," says a father, of a joint fingerpainting effort, "and I whoosh on mine, and we like it!" Try it with your own children.

chore rather than a pleasure. Like athletes that are overtrained, we tend to press a little in our eagerness to give our children everything that is good. We have been made too self-conscious about something that can be an integral part of family life, rather than an elaborate and separate adjunct.

The families that care greatly about the children's happiness are usually those where being a part of the family group is in itself a unique pleasure. It means being a privileged member of a closed circle, with access to a private store of jokes, allusions with special meanings, and delicious secrets. It entitles one to group support and free admission to group events. Above all, it provides a haven where one is accepted at face value, with no strings attached.

But this, one might object, is not fun; this is only part of family life. What, then, do we mean by "fun"? Hilarity? Entertainment? Or do we mean more

inclusively the good moments in life?

If we agree that the latter constitutes "fun" we can see that family fun is an almost inescapable accompaniment to the family state itself. No group can live intimately together, with tolerance and good fellowship, without sharing some of the pleasurable aspects of life.

We know a father who admits frankly that he enjoys using his pre-school daughter's fingerpaints. "It's fun to whoosh that stuff around," he says. "She whooshes on her paper and I whoosh on mine, and we like it!"

During the time he spends away from home, this father is a hard-working partner in a grocery store. The activity he chooses to share with his child is the very thing that would be a fine aid to relaxation for him under any circumstances, but his daughter offers him an impeccable excuse to indulge in it. And because it is good for him, and not something he does just to please her, it forms a genuine bond between them.

Under the overlay of duties and obligations, we all carry within us a corner of childhood that waits quietly to be recognized, offering in return the gift of well-being and serenity. For the joys of childhood are in their essence timeless. We do not lose them or outgrow them, although we may turn away from them.

When it comes to finding projects which hold equal values for both sexes and several ages, it is best to forget conventional patterns and let our inclinations steer us. The only essential is that these activities should offer a variety of things to do, so that each person can

find his niche and use his own skills, big or small.

One family we know found their project through the ownership of a dog. A whole new world of interest and contacts opened up to this family. The idea of entering Laurie in competition with others of his breed gave the children a definite objective to aim for, and they found trimming and training more fascinating than movies. Weekends were not long enough to contain all their new activities—learning how to “handle” a dog in the showing, finding out about the “points” the judges looked for, exercising the dog so that he would be in good condition for his showing. The money saved on movies paid for the entry fees and the whole family was filled with pleasant excitement.

Other families of this kind shared pleasure in renovating an old home;

still others take to square dancing. Parents and children who have a common interest in nature are lucky, of course; but it may be a passion for Scrabble or kite flying (this, by the way, is practically a new sport since flexible kites came on the market) that really rouses enthusiasm. The main point is to start with the “urge” and not with a blueprint of something “worthwhile” which just doesn’t happen to appeal to any member of the family.

Modern parents tend to underestimate themselves. They are so intent on what the children need that they often overlook what they themselves have to give. We have become too humble.

The mother who reads poetry to her children because she loves it is inviting them to participate in the most precious pleasure she knows. This is also true of the parent who loves to cook, or the one

for whom the product of his hands represents the essence of enjoyment. And if this sharing is offered freely, *as an invitation and not a command*, the children will be tempted at least to explore it.

Let us repeat that if an invitation is to create a real community of spirit, it must remain exactly that, open to acceptance or refusal. Little pleasure lies in any experience that must be suffered against our will. This works both ways. The parent who feels driven, compelled, forced to participate in a family event contributes more by staying away. These are the separate undertakings that should be done only by those who are interested, or by one member of the family alone. Nothing will kill off family fun sooner than an insistence that *everything* can be done by everybody.



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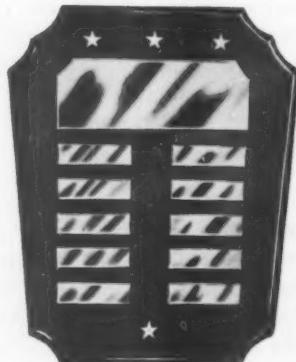


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HOWDY PARDNER



A. S. Raubenheimer



Frederick Hall

Down in the corner of this page is Denver's famous Buckin' Bronco. Him an' his rider sorta typify this section for some folks, same as the mountains do for others. Better make plans for the Congress—September 27 to October 1—and have a rarin' good time.

THE FIRST evening session of the Denver Recreation Congress will be addressed by Dr. A. S. Raubenheimer, educational vice-president of the University of Southern California. His general theme will be the creative aspects of our recreation programs.

Dr. Raubenheimer was born in South Africa where he was graduated from the University of the Cape of Good Hope, and he received his master's degree from the University of Cape Town before coming to the United States. He taught at Columbia and Stanford Universities before joining the faculty at Southern California in 1923. He has served there as professor of educational psychology and dean of the College of Letters, Arts, and Sciences before becoming educational vice-president in 1946.

An unusually effective and thoughtful speaker, Dr. Raubenheimer has especially impressed those who have heard him speak on recreation subjects in general and their creative aspects in particular. So much interest in the creative aspects of our recreation programs was generated at St. Louis that it seemed appropriate to continue the consideration of this important topic at Denver.

Those who at St. Louis had the opportunity to meet Dr. Frederick Hall, chairman of the department of music at Alabama State College, will rejoice at news that he will play a return engagement at the Congress at Denver. Dr. Hall was extremely successful in his demonstrations of "action spirituals," and his work illustrates well the thrill of creating

something new and different, in his case by linking movement with the singing of spirituals.

Dr. Hall's demonstration is only one of several being planned for the Denver Congress program. It is hoped that demonstrations in such fields as arts and crafts, social recreation, and drama will continue to be part of the week's schedule. New, this year, will be a demonstration of a bowling school, which will be conducted for Congress delegates by the National Bowling Council. At least two other demonstrations are in the planning stage, both in areas new to the Congress.

Delegates are urged to arrange hotel reservations early. Requests should be sent to the Denver Convention and Visitors' Bureau, 225 West Colfax, Denver. For further information see RECREATION for April, page 152, and the Congress preliminary program. If you have not received your copy of the latter, write to T. E. Rivers at 8 West Eighth Street, New York 11.



FAMILIES PLAY in STATE PARKS

State park planners in Kentucky are thinking in terms of more recreation facilities for the family group and of planned family-recreation programs.

William E. Schupp

MORE AND MORE American families are participating in the out-of-door forms of recreation; and this trend can be clearly seen in Kentucky's state parks where facilities for recreation have been expanded greatly during the past few years to satisfy demands of visitors. This increasing desire on the part of families to enjoy recreation as a group has had its influence on Kentucky's park planners who have learned to keep the family in mind at all times when making improvements or adding to park recreation facilities.

During the past six years, the state has invested more than \$7,000,000 in capital outlay improvements at state parks, much of this amount going toward improvement of old and construction of new facilities. During the 1953-54 fiscal year several large projects offering family-use possibilities have been completed and family vacationing has taken an upward swing that should become increasingly noticeable during the coming vacation season.

Heed has also been given to those families who prefer to rough it on their vacations, enjoying the advantages derived from tent camping. There are now five state parks offering spacious areas for camping in the more rustic areas within park limits. Although these areas provide an opportunity for real out-of-door living they also offer conveniences such as tables, outdoor ovens, running water, showers and rest rooms. Park officials found that tent camping has become so popular in Kentucky, however, that special permission to camp is granted in most of the parks without improved facilities, and future plans call for additional tent-campsites development and improvement to existing areas.

Along the same lines, special attention has been given to improvement and extension of hiking trails and picnic areas. Miles of trails were laid out and marked after it was found that hiking played an important part in family recreation.

Picnic facilities are now available in all of the state parks and, especially on weekends during the summer, the areas are visited heavily by families from surrounding larger cities wishing to get away from everyday surroundings and forget about city living, even if just for a day.

Acceding to the family vacation trend, and requests for a choice of activities for both young and old, many state parks now have special playgrounds for the youngsters, and, in those parks containing swimming facilities, there has been set aside special enclosed wading areas to insure the chil-

dren's safety while older members of the family enjoy more advanced water sports. Tennis, badminton and shuffleboard courts are in constant use by families, and the state has constructed and maintains docks for boating and fishing. There are horses for riding enthusiasts, and one of the larger parks on Kentucky Lake offers an eighteen-hole golf course.

Two of the parks, Natural Bridge and Cumberland Falls, are the most advanced in program. Both parks offer the entire family group the opportunity to participate in early morning bird watches and in nature walks conducted by a naturalist who is usually a student majoring in zoology or botany. Both parks also offer guided tours to points of natural interest and, in the evening, square dances are conducted. Free movies, including cartoons for the children, are featured at Cumberland Falls, Natural Bridge, and at Kentucky Dam Village; and during the past several years the Little Theatre group at Murray State College and the Pioneer Playhouse cast of Danville present plays during the summer at Cumberland Falls and Kentucky Dam Village.

In planning recreation programs along family lines, Kentucky park officials, headed by Conservation Commissioner Henry Ward, also realized that in order to enable these groups to vacation in the parks and take advantage of these developments, prices charged must be pegged to the family budget but still be in line with private vacation resorts in each area. This has been done, and a family, vacationing at any of Kentucky's state parks, expects to pay a nominal price for services and accommodations.

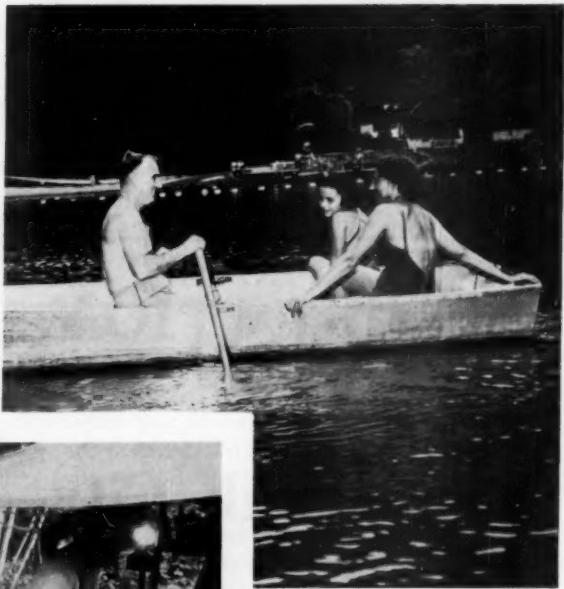
Expressing satisfaction with the increased use of park recreation facilities by family groups, Mr. Ward announced only recently that much of the \$430,000 voted to the park system for the coming year will be used to shift the emphasis from major accommodations construction to increased recreation opportunities. He said, "The great majority of persons who enjoy the state parks are Kentuckians who do not have access to other parks. Experience has shown that they like the picnicking, swimming, boating, and the other recreation facilities provided in state parks."

Proof that this state park program is paying off is found in park attendance figures showing that an estimated 3,573,000 persons, many families included, visited the state's twenty-four parks and shrines during the 1953-54 fiscal year. The current figure is almost ten times the estimated attendance at state parks in 1947-48 when the expanded recreation facilities and living accommodations program was started. The number of visitors to state parks for that year was 373,589.

WILLIAM E. SCHUPP is feature editor, Commonwealth of Kentucky Division of Publicity, Frankfort, Kentucky.



Cabin at Kentucky's Lake State Park. The cabins in all parks in the state are equipped with all necessities and provide an ideal "home away from home" for vacationing families. Each has kitchen, living room and bath. Some even contain two bedrooms.



Boats like these are available in all parks having water facilities. They are for rent for a small fee, are very popular and in constant demand. Families expect to pay a nominal service charge for such extra facilities. Fishing is becoming more popular family activity.



Shuffleboard is among the numerous sports offered. Others are badminton, tennis, horse-back riding, hiking, swimming, sailing, and golf. All activities are dependent on the environment of nature and learning how to live outdoors and appreciating its wonders.



Dad may be really a neophyte, but to the children he suddenly becomes a hero who knows such wondrous arts as building campfires, how to be comfortable and safe, how to fish, play, do things. Camping is real out-of-door living with days full of fresh air, discoveries, and adventures.



Youngsters have time of their lives with water activities. In Kentucky state parks lakes offer sand beaches with opportunities for digging and building and play-in-the-sun while dad and mother take a dip, relax, or join in the construction of castles or playing games.

MUSIC as RECREATION

in the Mile-High City

Robert Smith

The excellent, community-wide music program in Denver, Colorado, is well-known. Delegates to the 37th National Recreation Congress in that city will find this program well worth investigating.

ON THE PREMISE that music is everyone's birthright, and that it is not a luxury but a necessity to a happy way of life, the municipal music program in Denver—one phase of the total recreation program—provides opportunities for adults to participate in the fields of choral and instrumental music for purposes of recreation, relaxation, and education. With these ideals in mind, the objectives sought are twofold: to supplement, not supplant, existing music opportunities in the city; and to provide more and better music for more people through both participation and listening for pleasure.

The program is geared to adult or postgraduate needs because Denver is fortunate in having a fine music-education program in the public schools, where nearly one youngster out of six—approximately twelve thousand children—takes an active part in the school music program. This includes bands, orchestras, choruses, and piano classes. Music, therefore, from the elementary grades through high school, is being well taken care of in the schools. For the city to engage in junior- and youth-group musical activities would, in our case, be over-servicing an already excellent program.

Hence the line of demarcation in our municipal music program. It is hoped, by this method of "carry-over" after high school, that the citizen's tax-dollar will be used to fullest advantage for the continuation of music education after high school and college. From a recent survey, at least one Denverite in eight—or more than sixty thousand persons—was engaged in some form of musical activity in 1954.

ROBERT SMITH, pianist and organist, is the coordinator of music for the City and County of Denver, Colorado.



Rehearsal of the Denver Civic Band, one of the many groups playing a part in the city-wide music program.

At present there are eight adult organizations in the Denver Municipal Musical Association: six choruses, a string orchestra and a symphonic band. Each group rehearses two hours each week during the school year, September to June.

Membership is open to all citizens of the City and County of Denver and a one dollar membership fee is set for all organizations. It is felt that this fee, set at the request and approval of the members, would give the participant the feeling of belonging to the organization. Anyone who cannot afford the fee is given free membership. (To date no one has asked for this.) Directors and accompanists are engaged for each organization on a part-time basis and are selected from the public schools, local universities, music teachers, and musicians.

A feature of the recreation program in the Mile High City is the close cooperation and coordination of the public schools and the municipality—in athletics, social work, center work, and in music. Through the courtesy of the board of education of the Denver public schools, all the municipal musical organizations are permitted free use of special music rooms and equipment, choral and instrumental, in the public schools. Again the taxpayer's dollar is spread farther.

After rehearsals one must think of performances, and in our program all organizations prepare for individual appearances, under the respective directors, at hospitals, musical societies, church and civic organizations, and during Music Week. Massed performances, directed by the coordinator, are given at Christmas, Easter, and Thanksgiving. All performances are free to the public.

A twelve-week radio and television series, featuring all groups, was completed last year and another series has been arranged for this season. All public concert performances are taped for radio broadcasts at later dates.

For the massed choral performances, *The Messiah*, *Elijah*, and other large choral works, a full professional orchestra is used through the cooperation and assistance of the American Federation of Musicians Local 20, through its music performance trust fund. For each massed performance a small vocal festival is held, and fifty to sixty singers audition. The soloists are selected by a neutral panel of judges, who are usually faculty members from the music departments of Colorado universities and colleges.

A music library is being established and more than three thousand dollars has been expended this past year for music, choral and instrumental. Each director selects his own music, which ranges from folk music to Bach, Brahms, Vaughan Williams, Roy Harris and Randall Thompson.

Come summertime, music takes to the open-air, and for six weeks, six nights per week, the Denver Municipal Band performs at City Park. This is a fully professional band of forty union musicians, and its popularity may be judged by the fact that it attracted approximately 265,000 listeners to its concerts last summer.

In cooperation with the music department and health education department of the Denver public schools, an eight-week recreational music program for beginning, intermediate, and advanced bands and orchestras is conducted during the summer vacation. This proved very popular last year with over two thousand young musicians participating.

As a public service, and as a means of further publicizing the program, a short, thirty- to forty-five-minute program called "Music Can Be Fun" has been presented to date to some seven hundred groups. These groups are comprised of civic clubs, churches of all denominations and faiths, P.T.A.'s, schools, colleges, trade and labor organizations, professional associations, and conventions—state, regional,

Civic choral group. All of these public concerts are tape-recorded for radio rebroadcast at some future occasion.



and national. This program always includes audience participation in the form of community singing and has included somewhat over 300,000 participants. This is a truly wonderful means of public relations.

Through the courtesy and cooperation of all newspapers in the Rocky Mountain region, and in particular the *Denver Post* and the *Rocky Mountain News*, coverage of the program, all concerts, and special events has been excellent. The ten radio and four television stations have also given of their time, for publicity and program, as a public service.

The program and special activities are announced in the bulletins of the Denver public schools, in all P.T.A. monthly bulletins, and in the monthly publications of the Denver Council of Churches. The Adult Education Council carries all activities in their bi-monthly publication, *What's On in Denver*, and program information is sent to all large businesses and stores for display on their personnel bulletin boards.

To assist in the planning and guidance of the municipal music program, the mayor of Denver established the Mayor's Advisory Music Committee. It is composed of local civic leaders, representing all races, colors, and creeds in the city of Denver. Its chairman is the director of music education for the Denver public schools.

Music Week

The Mayor's Advisory Music Committee sponsors Music Week in cooperation with the Denver public schools. This year our program will include the following musical events, which are free to the public:

First Day. Evening concerts in all senior high school auditoriums, featuring choruses, bands, and orchestras and having approximately two thousand five hundred participants in all.

Second Day. Evening song fest at Denver University, featuring choral groups from all fraternities, sororities, and clubs, in a choral contest.

Third Day. Evening concert in City Auditorium by parochial school musical organizations with approximately two thousand students participating.

Fourth Day. Afternoon concert in City Auditorium by elementary public school students, with approximately six thousand students participating. Evening concert of sacred music in City Auditorium, sponsored by the Denver Council of Churches and featuring a massed chorus of approximately one thousand voices.

Fifth Day. Evening concert in City Auditorium by junior high school students; band, orchestra and chorus, with approximately three thousand five hundred participating.

Sixth Day. Evening concert in City Auditorium by municipal music groups, featuring the symphonic band and string orchestra.

Seventh Day. Evening concert in City Auditorium featuring the six municipal choruses.

During the week all civic clubs will have a musical program—instrumental, vocal and/or choral—and it is hoped by the end of the week's events some fifteen thousand students and adults will have participated actively in Music Week 1955.

Recreation in CORRECTIONAL INSTITUTIONS

"It is a distinct part of the correctional process."

Donald H. Goff

Every man profits by, or is the victim of, his environment. Environment is the sum total of the forces, physical, intellectual, and cultural, immediately surrounding and impinging upon the whole personality.

This is as true of the special, and in many ways peculiar, atmosphere of the correctional institution as of free society. Indeed, perhaps environment plays a more direct and immediate role in the restrictive latitude of the institution than it does in the outside community. The intensity of social contacts in the monotonous regimentation inherent in institutionalization tends to make the individual more sensitive to the minutia of his environment.

Granting this, everything that happens to a man in prison has an important part in shaping his personality—his work, his physical surroundings, his officers, his fellow inmates, and his leisure-time activities. Hence recreation—organized and supervised recreation—has as much effect upon the mutation of the individual, upon his objective insight into his own predicament, as work habits or schooling or anything else he may experience in the institution.

To look upon recreation as a stopgap measure—a means of utilizing idle hours as a substitute for productive work and educational endeavors—is,

on the other hand, as much of a violation of sound penological practices as is the complete absence of a well-rounded, organized recreation program. To use recreation as an opiate in attempting to control incarcerated persons tends to produce a corpulent inmate body whose lethargy, upon release, extends into the community and creates a social attitude of indifference, dependency, and immaturity. Too much free time, organized or not, tends to become destructive rather than serving as a respite and rejuvenation.

Historically, institutions for the offenders have been plagued by the lack of meaningful work for inmates, and, unfortunately, the administrator in his attempt to find some activity has at times been forced to rely upon sports and just plain "yard" to fill some of the gap made by the dearth of work. Herein lies a peculiar difference between the public recreation agency and the recreation department within a correctional institution; for again, historically, recreation in the community is viewed as leisure or free-time activity after the daily labor has been completed. In the institutions, the administrator may attempt to make recreation take the place of labor, but a balance of work and play must be established in correction. When this is accomplished, then in a very real sense recreation becomes a vital part of the rehabilitative program of correction.

To fulfill the implied mandate imposed upon an institution for offenders,

those inmates who are subsequently released to society should be released in such a way that they will be constructive members, adding to the welfare of the total community. They should be individuals who are able and willing to do a day's work, able and willing to abide by the rules of society, able and willing to lead a personally satisfying life. To do these things a person must make constructive use of leisure hours, and for this purpose emphasis in correctional institutions should be upon recreation activities which have a carry-over value.

It is supercilious to believe that a large per cent of the inmates released from correctional institutions will participate actively as members of football squads, baseball teams, or basketball teams. The carry-over value of major sports, other than the passive vicarious experiences a spectator gets by witnessing an athletic contest, is nil. The value of the good public relations created by a varsity athletic team in an institution should not be underestimated, however, for similar to any community which has a well-known athletic team, the correctional institution also benefits. However, an overemphasis upon varsity sports with a minimum of active participation is at the expense of a large segment of the population which, for one reason or another, is unable to participate actively, but which might find some status, some recognition, and obtain a better concept of self if greater emphasis was placed upon intramural

MR. GOFF is chief of the Bureau of Classification and Education, Department of Institutions and Agencies, Trenton, New Jersey.

rather than extramural sports. The intramural program, while possessing little carry-over value, is in this case therapeutic to the individual.

But to have true carry-over value the program must be practical and offer opportunities to meet as varied interests as is possible within the custodial aspects and financial limitations of the institution. These activities, for the older prison group at least, should be of the less strenuous variety—the interest shown in weightlifting notwithstanding. Activities such as bocce ball, table tennis, ceramics, barbershop quartets, musical combos, oil painting, yes, and even knitting and crocheting, have been tried and found successful in institutions for adult felons.

Recreation in correctional institutions, like other ancillary activities, important as they may be, must be operated within the mandate of "and safely keep." The admonition does not negate

the possibility of a well-organized program, for when recreation assumes its proper place and balance in the institutional program it, in and of itself, acts as a custodial device. A minimizing of frustrations in fulfilling normal needs—satisfaction through productive labor, security through uniformity without regimentation, and diversion—tend to prevent the frustrations inherent in incarceration from overflowing into disturbances and to reduce to a minimum the tensions brought about by the intensity of close living.

Recreation, therefore, is a distinct part of the correctional process. It must have direction, it must be geared to the resources of the individual institution and be an integral part of the program of that institution. Above all, it must be flexible and many-sided enough to have something valid to offer each inmate, something that is within the range of his physical and mental resources.

Hospital Capsules

Beatrice H. Hill

Watch for this in every issue from now on! Mrs. Beatrice Hill, consultant on hospital recreation for the National Recreation Association has undertaken to provide our readers with newsy highlights of doings in this phase of the recreation field. She writes:

I would like, for instance, to inform our readers about: a research project, which is currently in progress at a hospital in New Jersey, co-sponsored by the National Recreation Association and the School of Education at New York University; a movie being made in May called, *B Recreation for the Ill and Handicapped*; plans for this year's Hospital Section of the National Recreation Association Congress; and the Hospital Recreation Institute which was sponsored in April by the University of North Carolina.

During the last year, a council has been formed which should be of significance to every hospital recreation worker—The Council for the Advancement of Hospital Recreation. It consists of two appointed representatives from each of the three professional organizations concerned with recreation

in hospitals, and two representatives from the National Recreation Association. The council's fourth meeting will be held in Washington in June, and Mr. Martin Meyers, chairman, will write a condensed report on what has been accomplished at these meetings.

Also, I have some interesting items about new college and university classes in hospital recreation.

It is my hope that Hospital Capsules will function with a dual purpose—providing an exchange for brief news items, and a stimulant for hospital recreation people to contribute more articles and pictures for RECREATION magazine.

I earnestly urge those readers in this exciting, new area of recreation, which embraces hospitals, nursing and convalescent homes, and all other facilities housing the ill and handicapped, to share any information or news that may have interest for all of us who are working with the mentally and physically ill and in allied areas. The success of Hospital Capsules as a monthly feature will depend upon contributions from our readers.

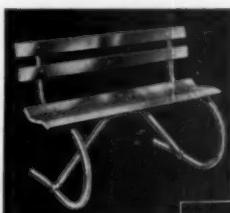


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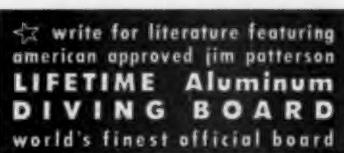


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BRANCH PLANT AT NAHMA, MICHIGAN

SWIMMING CLASSES for Rural Children

Lakes, rivers and ponds have been pressed into service . . .

Louise Colley

It is a well known fact that rural children have fewer opportunities to learn to swim than have our urban children in Canada. There are several reasons for this. Indoor swimming pools are practically non-existent in the rural areas. In the summertime, when swimming is in season, farm parents and children, too, are exceedingly busy; moreover, some rural people lack appreciation of the value of such an activity.

In Simcoe County, Ontario, these difficulties are gradually being overcome. In 1946, the Simcoe County Recreation Service organized an experimental swimming class at a township park. Thirty children were enrolled. This past summer, eight years later, nearly 1,400 children from twenty-seven communities received swimming instruction at eleven centers in the county. Lakes, rivers, and millponds have been pressed into service and developed by the people themselves into instruction areas.

First Steps

First, experimental swimming classes were held at Innisfil Park on Lake Simcoe every day for two weeks, except on weekends. The results were gratifying, the children eager and cooperative, the parents enthusiastic. Transportation had posed the main problem. While a few mothers drove carloads of children to the classes, other youngsters had to come with the mailman at 9 A.M. in order to be present for afternoon swimming.

Our county recreation committee discussed the matter and, since the county is large—nearly 1,600 square miles—they decided to offer classes the following summer at four widely separated points. In order to make it easier for parents to arrange transportation, the classes were planned for one day a week over a six-week period. Information about these was circulated through newspapers and our voluntary farm organizations, women's institutes, and the Federation of Agriculture—and the ball began to roll.

That summer an average of ninety children registered at

each of the four centers. They came in trucks, private automobiles, and buses. They bounded out of these on arrival at the beaches and would have been in the water in a trice had not instructors and volunteers organized proceedings. Classes were quickly formed on the basis of age and height, since almost no one could swim. Fifteen to twenty pupils were instructed at one time and, for those on shore, water safety talks, games, and craftwork were organized.

Further Developments

The next year, the recreation director was asked to inspect two millponds, one in the northern part of the county and the other in the extreme south, to see if they would be suitable for swimming instruction. The communities near the Hillsdale pond formed themselves into a swimming committee and met with the recreation director throughout the winter to discuss plans for building an instruction raft and other facilities. Two communities, who had had experimental classes the previous year, arranged for a more intensive swimming program, employing instructors but still depending upon the recreation service for supervision and advice. During that summer, nine swimming instruction centers were in operation.

At the close of the 1949 season, we drew a deep breath and decided it was time to take stock. We had many problems. The program was growing too fast for our small budget—provided mainly by the county council and earmarked especially for advisory, organizational, and leadership training services—to cope with. We had stimulated something which looked as though it might overwhelm all other aspects of our program! In addition, swimming instruction facilities were inadequate in most centers, and the fact that more advanced instruction was needed by these children who were returning year after year emphasized the need for extended leadership.

Therefore, we called a meeting of interested people from all over the county, who had assisted with the programs as volunteers in their home communities, to talk things over. So far, except for the two communities where a more intensive program had developed, the recreation service had pro-

LOUISE COLLEY is the director of the Simcoe County Recreation Service in Barrie, Ontario, Canada.

vided instruction free of charge. Community representatives saw that this practice could not continue and they suggested that a specific charge for the service, based on whether one or two instructors were needed for an area, should be levied, and that application for this service should be made to the recreation office early in the spring. Responsibilities of community groups and the Simcoe County Recreation Service were outlined as follows:

Each community group shall—

1. Set up a local committee to meet with the recreation director in the spring.
2. Provide adequate facilities for dressing, instruction, and so on.
3. Arrange transportation of children to swimming area.
4. Pay a prescribed fee to the Simcoe County Recreation Service.
5. Provide volunteers to assist with supervision of children, games, and so on.

The Simcoe County Recreation Service shall—

1. Assist committees with organizational details.
2. Provide trained instructors.
3. Supervise the over-all program.

After this meeting progress was steadier, the quality of the program improved and community cooperation became keener. Fortunately, the swimming and water safety division of the Ontario Red Cross Society had been formed in 1947 and their field organizers had taken an interest in our program from the beginning. They assisted with advice and encouraged us to send young people to Red Cross instructors' courses. Our advanced instruction was geared to their tests which provided an incentive and a standard for our county children. This cooperation has continued throughout the years and is now stronger than ever.

More and more swimming committees have sprung up. As increasing numbers of communities wanted to have their children take advantage of the program, it was necessary to arrange two, three, or even four afternoons at the same swimming center for different groups. In some cases area committees have been formed to which representatives from several communities come to assist in the planning. This past year the recreation director worked with thirteen local or area committees.

The fascinating thing about this development is the way in which the people have taken hold themselves, and the ideas which have developed throughout the years. In addition to our spring meetings, we get together in the fall to evaluate our efforts—to assess the good points and to find out what needs to be remedied or improved.

Because local conditions differ, a variety of ways of handling finances, transportation, and other matters have developed. Groups set their own fees per child or family. These are always very small; in fact, some groups make no charge at all, defraying the expenses with voluntary donations from individuals or organizations in their district. School buses are used in many cases now, or a community car pool is established so that the cost of gas and the time used in driving is shared.

At each swimming center, too, different problems are in evidence. Sometimes, as in the case at Thompsonville where we use a beautiful site on the Nottawasaga River, the riverbed is completely changed from year to year. This may mean hours of work for the men in the community—bulldozing, putting in more sand, reconstructing rafts or booms for the instruction area. Attempts to provide temporary instruction wharves and rafts which will withstand vagaries of winds and weather on some of the larger bodies of water are often foiled.

Pioneer efforts to meet various needs are often humorous. At Hillsdale the boys' dressing room was at first just a pile of cordwood, stacked in such a way that there was a small space for a door and a wall all around, high enough to ensure privacy. Fortunately it didn't rain much that summer. Now a well-constructed building has been moved to that site. At Willow Creek, one of our newest areas, tarpaulins wound around stakes, which have been planted in two woody spots, make the dressing rooms. These have to be put up and taken down each day. This year the local committee is considering the purchase of a discarded streetcar to meet dressing room needs.

At the swimming area, our instructors take over but community volunteers are essential too. Someone must look after the records for we now have cards which show the children's attendance and progress over successive years. Others are needed to supervise the dressing rooms and still others to look after games on shore, the free swim area, and the "buddy boards." Our recreation service has developed the practice of supplying an over-all shore organizer to see that the children are ready for classes and to supervise activities on shore, in addition to one or two instructors.

Water-safety knowledge forms an important part of the program. Visual aids such as posters and sometimes moving pictures are used to teach children how to look after themselves in the water and how to help a drowning person with a simple reaching assist. If numbers warrant, classes are carried on simultaneously in shallow and deep areas for beginners and advanced pupils respectively. Children are now carefully graded and placed in classes suited to their ability in the water. At the close of the season, Red Cross tests for those at more advanced levels are held in a number of places in the county.

Each year more staff members are needed as new swimming areas are formed or advanced classes develop. This past year three or four teams of leaders daily left the office, which is located in the center of the county, to drive to their respective swimming centers. These were located anywhere from five to forty miles away. With them went a basket containing various necessary equipment such as a first-aid kit, posters, lifebuoys, and other teaching aids. Their stamina and enthusiasm in the face of varying weather conditions is to be commended.

Appreciation of our Simcoe County people for this activity could not help but grow as they became involved in it themselves and saw what it could mean to the health and safety of their children and to their enjoyment of a skill which would last a lifetime.



Giraffes are a part of the arena parade in Chicago. Reproduction is made realistic as possible with use of stenciled or painted cloth. Head, neck, and body can be built over a framework of a light wood.

LET'S



CIR

Circus train was rigged up as a backdrop in boys' club gym. The painted cars complete with caged animals peering between bars were suspended from the gallery. Boys did all their own construction. Note the realistic engine.

Everybody loves the color and excitement of a circus. Such an event can utilize the activities of many groups—drama, dancing, sports, acrobatics, music, arts and crafts—and need have no age limit. It is appropriate for spring, midsummer, or as a grand finale for the summer or playground season. Some recreation departments, clubs, or industries stage one at Christmas time—or just any time—as an annual event.

Circus ostrich has papier-mâché head painted green, pink and yellow eyes, yellow topknot, yellow bill. Gaily hued body is of paper stretched over a bushel basket. A yellow egg bearing a close resemblance to a painted volleyball has just been laid. Youngsters from five to fourteen designed and made their own costumes. They love bright colors.

In St. Louis, blue-headed bull glowers at toreros in act which ends as angry bull chases them off the field. Bull then turns amorous and placidly lets himself be led away by a girl who is dressed as Carmen.



Snake Charmer Act. Old rope and black means of thin black f pulley on the ceiling. U extremely realistic. Re



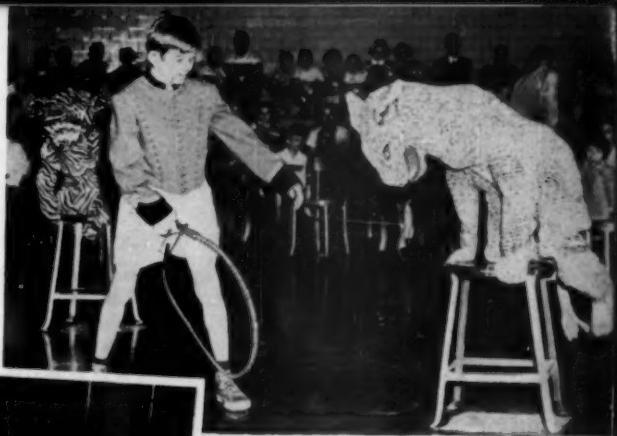
PLAY WITH US



Snake is constructed from tape and manipulated by lines passing through a correct lighting this looks best club only thirty cents.

A clown must be lovable and never rude—never a rough, wild comedian.

Right: Wild Animal Act. Realistic costumes were made of chicken wire and cloth with stenciled design. Such costumes are generally made from pattern for a sleeping suit, allowing for padding.



Children in Columbus, Ohio, are making animal heads contrived of chicken wire covered with papier-mâché and then painted. In some cases the heads are fashioned of cardboard, cloth-covered, or from hollow clay models.

These photographs illustrate some of the many things that can be included and offer tips as to how they can be done. The pictures were taken largely at the Wesley House community center animal circus in St. Louis; the "World's Greatest Circus"—a part of the "World's Greatest Music Festival"—put on by the Chicago Park District; and at the Madison Square Boys' Club in New York City.



Left: Acrobatic feat takes the spotlight at a Chicago performance of the "World's Greatest Circus." Hawaiian motif is introduced by costumes and turning of ladders into palm trees. This number is a natural for the accompaniment of Island music.

St. Louis children's idea of dinosaur—papier maché head, body of gaudily painted paper (green, yellow, blue, red) stretched over bushel baskets. The animal has just engaged in a butting and pecking bout with the ostrich and stops to tie shoe on hind foot.



Day Camp Program for "WHY-DADDIES"

Melvin J. Rebholz

"WHY-DADDIES" are not peculiar to any one place but are to be found over the entire face of the earth. Most of you have daily contact with these either at your home or in conjunction with your park and recreation program and activities.

You ask what is a "Why-Daddy"? It's a tow-headed youngster, with an infectious grin that shows several missing teeth, a smudge of dirt that never seems to disappear, and pockets crammed full of every possible sort of object stumbled across during a day's normal meandering. It is a child with an innate curiosity that, like an automatic machine gun, fires a never-ending round of "why's"—"Why do they do this?" and "Why don't they do that?" "Why?" "Why?" "Why?"—throughout every second, minute, and hour of the day.

We believe that it is every child's God-given right and heritage to be given the opportunity to ask all these "why's" about the fascinating and great out-of-doors world that we live in. We also believe that a metropolitan park system surrounding a large urban area, such as we have at Cincinnati, has an unlimited opportunity and even a moral obligation to provide a chance for the children of these urban areas to pursue this natural curiosity of theirs concerning the wonders of nature. What a bright and enchanting new world is opened up to those "Why-Daddies" who get to hear and actually see the answers to such questions as "What makes a tree grow?" or "What happens to flies and mosquitoes in the winter?" or "How does a bird fly?" The answer to all of the thousands of questions such as these is the day-camp program.

Some men without a broad, progressive outlook might say at this point that the parks are there—let those children who want to make use of the areas do so. The fallacy of this

MELVIN J. REBHLZ is public relations director for Hamilton County Park District, Cincinnati, Ohio.



It is every child's God-given right to have opportunity to ask all of these "whys?" Here, park naturalist in Tacoma, Washington, displays a rattlesnake's fangs.

viewpoint is that we have found that the children roaming aimlessly through the parks with nothing to do are usually those who are going to turn to various forms of vandalism for pastime, while those who are busy in a program that interests them and answers their questions need not be of concern in this respect.

As is the case with most programs, there are two extremes practiced, with a desired program being one somewhere midway between the two. At one end we can find the formalized program in which the children are strictly regimented in a highly organized group that must follow a set pattern day by day. This is the group that is scheduled for bird identification today and, by golly, bird identification it's going to be despite the many questions being asked about the nest of snakes found adjacent to the camp. Most of you—fathers, especially—know that as soon as a child is steered away from something he is interested in at the moment, he is going to resist all efforts to interest him in something else.

At the other extreme we have the so-called day camps that transport a group of children to the area, unload them from the buses, and then forget about them until the leader frantically blows his whistle in an attempt to get everyone together for the return trip.

Of course, the middle-of-the-road path that outlines the program and attempts to guide the children's thinking along certain desired patterns is the one which is most successful. Allowances are made for individual interests and for more concentration in those fields that seem to provide a higher degree of interest as evidenced by the many questions of the "Why-Daddies."

Basically, our park district provides facilities and naturalists for all nature work, while the camp groups supervise all correlated activities and provide the necessary leaders. The park board must approve all programs as proposed by the various groups. We pretty much go along with the theory that these day-camp programs should be a definite outdoor experience utilizing all those things found out-of-doors and not some city playground or church-basement activity moved to a woodland setting.

Let us take the craft program as an example. The day-camp program wherein the boys bring to camp a few pieces of wood, pre-cut in some manual training department, and then sit around a table and assemble them into birdhouses is not providing the same experience as the one where the boys go out into the woods to collect their own raw materials, such as the bark on a fallen tree, and then use their ingenuity to assemble these materials into birdhouses.

Likewise, the boy interested in Indian lore who purchases a loom and several bottles of brightly colored beads at the ten-cent store to take to camp and sits under a tree weaving a belt is not enjoying the same experience as the boy who collects clay out of the creek bottom and molds it into various pieces of Indian pottery, or the one who gathers flints and other stones to make his own collection of Indian weapons and tools.

In the above examples, we have on the one hand, those groups using park areas only as a convenient locale for carrying on activities not necessarily utilizing the natural surroundings; on the other hand, another group utilizes the native materials and opportunities not to be found within urban areas other than in our parks. I don't believe there is any question which of these two is more desirable.

The entire day camp program as carried on in our parks includes the following major activities: (1) nature activities and crafts; (2) campcraft and woodcraft; (3) boating; (4) fishing; (5) Indian lore; and (6) games. Let us examine each of these separately. All nature activities are under the supervision of, and led by, our park naturalist and his assistants. They conduct walks, give lectures, and see to it that the craft program is correlated with their nature-study activities. This is not a formalized, school-room type of study. The "Why-Daddies" are encouraged to ask their many "why's," and whenever possible they are given the opportunity to see the answer as well as hear the questions answered by the naturalist. The naturalist can talk at great length about how a snake is not cold and slimy, but there will still probably be some non-believers until they are allowed to handle one and feel the dry skin themselves.

If, while on their way to collect some fossils in a gorge, the "Why-Daddies" want to tarry around the pond and ask their many "why's" about the myriad forms of life found there, the naturalist does not lose all of his patience and breath by blowing on a whistle to get them moving on to the gorge. Since they have shown an interest in the water beetles, tadpoles, and dragonflies, he answers their questions then and there. Tomorrow, he can take them to the gorge, by-passing the pond. The "Why-Daddies" are interested in their "why's" and not in something that the schedule crams

down their throats.

We have found that teachers in the biological field provide the best source of part-time naturalists to work under the supervision of our park naturalist. They are usually happy to get away from the formalized school-room techniques and take part in the more informal day-camp program.

The campcraft program is a joint effort on the part of the naturalists and camp leaders. When a boy burns the Mulligan stew which is all he has for lunch, he learns something he is not going to forget for some time. When the lunch is over and several of the "Why-Daddies" are still huffing and puffing on their smoking, green firewood in an attempt to get a fire going to cook their beans, you can be sure that they are going to be a great source of "why's" concerning proper fire-building techniques for some time to come. The use of axes and other tools, fire safety, improvising camp equipment, and other such correlated campcraft subjects offer a real source of questions.

Boating is one of the facilities mentioned earlier that involves the use of park equipment where there is normally a service charge. However, as long as the day-camp group is one working in cooperation with the park district, we allow the use of whatever boats are necessary to carry on a water-safety program on the lake. The impulsive boy who has to run ahead of the group to be the first one in the boat usually provides some merriment and a lesson as he learns too late that there are proper and safe boating techniques. He becomes a believer in a hurry as he does "splits" that would do justice to an acrobatic dancer, with one foot on shore and the other in the bow of the departing boat. Each

A nature walk. Day camps should offer definite outdoors experience, nature and campcraft activities and not a mere repetition of the city-playground programs.



boat is required to have an instructor who shows the various phases of water safety and boat operation.

The "Why-Daddies" usually have a field day with their questions in the fishing area. One wants to know what happened when he caught his fish only to jerk it in so hard that line and fish ended up hanging from the higher branches of a tree. Another wants to know what happened after getting stuck with one of the catfish's barbels. They learn many things about fish as they ask their questions.

The study of Indian lore is another phase usually of interest to boys. We find this can be incorporated into a council-ring ceremony following the noonday meal, which incidentally allows the boys to relax after eating. Indian lore, like most any other activity, can be overemphasized to the detriment of a well-balanced program. I know of one so-called day camp where the children are greeted each day by a group of leaders completely decked out in Indian garb, and that is all they get all day long—Indian history, Indian dances, Indian songs, Indian ceremonies, and Indian crafts. Why, they can get that by sitting at home and watching a certain television program. Such a day's outing cannot possibly be classified as a day-camp program.

The game program is another where overemphasis is quite possible and, in fact, common. When I speak of games, I do not refer to the common playground games such as baseball, volleyball, and so on. As a former athletic coach, I am most certainly in favor of these types of games; not, however, as part of a day camp program. The game activities in a day camp program can be set up to provide plenty of fun along with some learning experiences and a furthering appreciation of all nature's wonders. There are also some individual skills in the game classification such as archery that are suitable for an outdoor program. There are several good books and bulletins on the subject of nature games that can be used for reference.*

There are, naturally, many problems that have arisen for which we do not have the answer. One of these concerns the older boys in any mixed-age group. We have found they

* *Adventuring in Nature; The Camp Program Book; A Nature Bibliography; and Nature Games for Various Situations*, NRA publications, are a few of them.

Recipe for Program Preserve

Ingredients: PEOPLE

INTERESTS

FACILITIES AND MATERIALS

LEADERSHIP

Pour ingredients into group situation. Mix well till group interests appear. Weigh interests to keep program balanced. Stir continuously with guidance. Leadership will keep pot boiling and preserve program. Serves any number.—HENRY T. SWAN, Superintendent of Recreation, Parks and Recreation Department, Phoenix, Arizona.



"Why-Daddies" learn about fish and fishing. They have a field day with questions. How do fish breathe under water? How do you hold catfish with barbels?

normally do not fit into all phases of the day-camp program that must be planned for a group with an average age lower than theirs. The answer seems to be a separate program for these older boys to keep them physically and mentally busy. For instance, we have in mind, letting them construct a boat dock for the use of the day campers for boating and fishing activities. We believe that cutting the timber, driving the pilings, and providing a finished product that will prove useful, will be of great interest to them. We have also been thinking in terms of getting some of the older boys interested in nature photography. Here, again, they can use native materials to construct photography blinds; whereby, they can get the picture of the mother fox and her cubs playing near their den, or the sparrow hawk going about his deadly business of securing mice for food. Their finished pictures provide the needed incentive for them to follow through.

Another major problem is that so many of the leaders sent out with these children's groups are in no way trained to be of much help in the program. We find so many of these so-called leaders impatient with the many "why's" of the "Why-Daddies" instead of letting these "why's" provide the impetus for their various projects. We can operate a training school for these leaders in the spring, but the trouble is that so many groups do not hire their part-time help until a week or two before the program actually starts. We have also tried a concentrated one-day training course just before the start of the day-camp program, which is helpful but definitely not a solution to the problem of properly trained leadership.



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INDOOR MODEL For young children; hardwood construction, 5' 0" square, with 6' 9" tower. Slide 16" wide by 7' 10" long, optional.

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HAPPINESS Through Recreation



The Detroit Plan for the Retarded Child

John J. Considine

In the last few years, recreation departments in a number of communities have instigated special programs for that neglected group—retarded children. The following article is so heart warming in its philosophy, and so sound in its planning for this group, that we reprint it in full, hoping that it will help other departments include retarded children in their services. It originally appeared as a mimeographed leaflet.

STRICTLY speaking the "Detroit Plan" isn't any plan in the accepted sense. It follows no critical or academic pattern with fine technical terms.

The Detroit Plan is nothing more than giving the retarded child an opportunity to be happy, to feel that he belongs, that his rights are the rights of the normal youngster.

There is no room for pity or segregation or hidden shame. The Detroit Plan is a program built on love and understanding, on thoughtfulness and encouragement. It decries emphasis on abnormality and has little tolerance for the patronizing attitude.

Retarded children, we feel, should be treated as normal children. They have the eyes, the hands, and the hearts of normal youngsters, and—they have souls. Theirs should be a natural part in any day's program. They should not be denied the color, life, and healthful circumstances that surround the average child.

Pursuing this line of thought, the Detroit Department of Parks and Recreation was only too happy to place its facilities at the disposal of the Detroit Association for Retarded Children and all the parents of such children in the metropolitan area. Progress began in a large way three years ago when a dis-

tressed mother appealed to the department. "Couldn't something be done," she asked, "about a place where my child might play like any other child but not as hard at it? Couldn't she join other such children in pleasant games?"

The appeal was not long in taking practical form. It was an opportunity to enlarge our objective in taking care of all children regardless of involuntary predicament.

First a suitable center had to be established. A fine, old residence, set amid beautiful surroundings in Rouge Park along the winding Rouge River, was selected. Alterations were made, the kitchen enlarged and modernized, and furniture built to fit the youngsters.

A play leader, without professional psychological background, was selected; the mothers were organized; and a program schedule was worked out. Soon these once-neglected youngsters were romping in spacious rooms with well-lighted surroundings, and when lunch time came they lunched in groups in party style.

They walked in the fields and enjoyed the myriads of trees and leaves, birds and flowers. They became attached to a goat, a duck, a pig, or a lamb that the department provided. They swam.

This assembly of children became a new investment in happiness. They learned to have something—something interesting—to do and their mothers were relieved with a free day at home.

JOHN J. CONSIDINE is the general superintendent of the Detroit Department of Parks and Recreation.

They hiked in the woods and stayed together just like any hiking club, and they had our nature study man to lead the way. They picked up a toad or a leaf or a flower along the way and when they were back they were tired, but they would sleep in happiness.

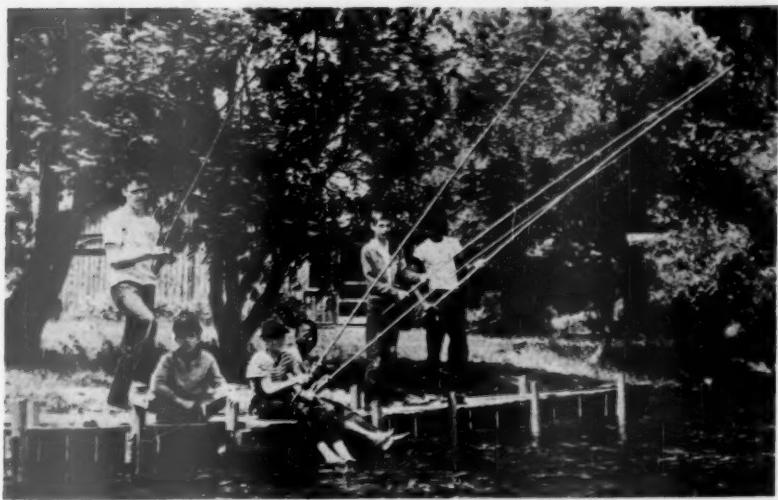
Earle Rissmann was the leader selected for this experiment in living and he is now the director of the fully developed year-round activity program. Assisting him are Lorraine Davis and Arthur F. Clayton. The original center has grown to three thoughtfully equipped establishments in widely separated parts of the city. A day at one of these centers runs something as follows:

The morning starts with a ceremonial flag-raising. New children are introduced and any birthday or very special event is happily celebrated.

Group singing is then enjoyed and this is participated in by the parents who have brought the children by volunteer car pool. Some of them remain in the park to help the leaders, to lend an additional hand and to provide transportation back home.

The day program runs from ten in the morning till three in the afternoon. A hike usually follows the flag-pole rites. Needless to say, appetites are stimulated for the lunch that follows. Then there is the good sleep and rest. In the afternoons there are suitable games, perhaps a storytelling session, and, of course, lots of toys for learning hands.

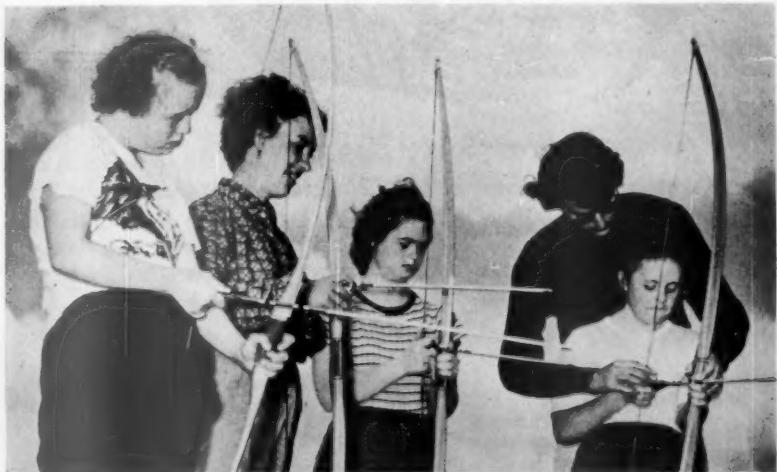
Games may be a variation of Hot Potato, or there may be marching or rhythm drills for the younger groups. The older children are encouraged in volleyball, badminton, softball, and pingpong. This group activity generates social contacts and neighborliness denied the youngsters in the days when the frightful veil of secrecy screened



Sextet of boys angle from dock of Brighton Recreation Camp. The age of campers attending year-round program ranges from six up.



In the swim! Retarded children should not be denied all the color and fun which a normal child enjoys as a mere matter of course.



Mentally retarded children learn interesting things to do while at camp. Northwest Child Rescue Women assisted 130 last year.

them from society.

Crafts are not forgotten. Some make leather purses, others work on simple plastic weaving. Others frame pictures with wool yarn and color pictures of their own gay imaginations.

When the day is ended there is a closing ceremony and the pledge to the flag. There are leave-takings and the prospect of a pleasant tomorrow.

This is what happens in the summertime. Winters are not too different, but the programs are more fixed and call for close planning between leaders and parents.

The parents are called upon to help plan and assist in the activities. Leadership is delegated to a committee of five mothers, and each member is assigned a day during which she is in charge of the other mother assistants. There are usually five such mothers each day at a center.

These mothers look after the wardrobe needs, lunches, and rest periods. They also help the juniors in group play. This is usually accomplished by means of drills, color matching, counting, singing, and other play.

The senior group is immensely proud of its craft activities, which are just as varied as any typical craft program normal children enjoy in a recreation center. They have worked in woodcraft, ceramics, oil painting, papercraft, and have made items for Christmas and other holiday decorations.

Once a week the older children swim in a community pool. They receive lessons, are enthusiastic, and disport themselves as any other youngsters.

So that is the Detroit Plan—a story for a five-year-old that a five-year-old enjoys and a game or a craft for an older lad, a frolic down a lane, some work in a garden beside a parent who conveys progress to the child as he helps prepare the earth and the flowers that grow from it.

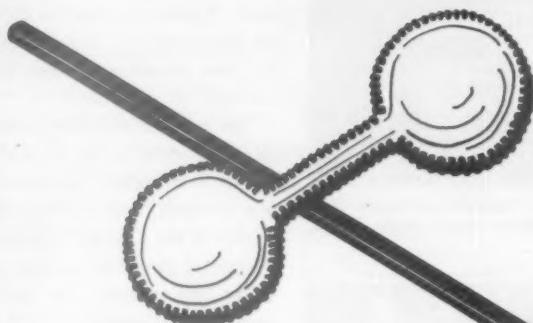
The plan still leaves responsibility with the parent through his participation in the program. But there is mutual recreation made doubly important because it is compounded of love and cooperation and understanding.

Our hope is that its seed be planted through this vast country of ours whose founding creed beckons us all to be equals in our pursuit of happiness.

How To Do It!

by Frank A. Staples

INDIAN GAME of DOUBLE BALL.



Materials needed

Leather - 2 pieces 4"x12"

Lacing and Beans

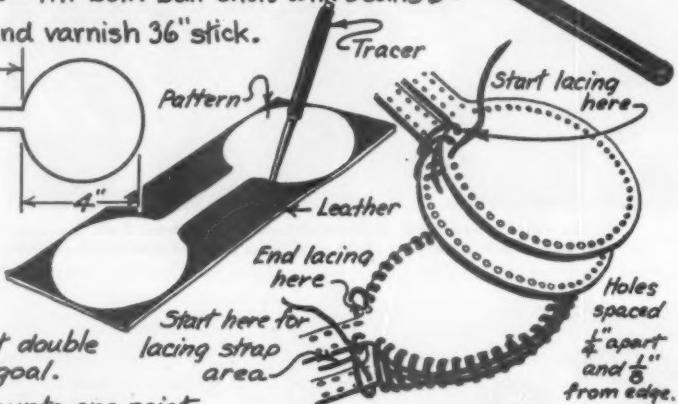
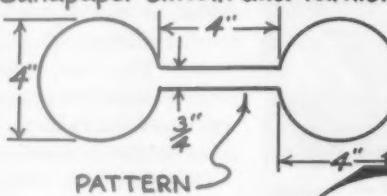
Dowel - $\frac{1}{4}$ " x 36" long

Note: Heavy canvas may be substituted for leather. Sew rather than lace - use thread.

To MAKE

1. Draw pattern on paper and trace on leather.
2. Cut out traced shape (Make two).
3. Punch holes and lace - fill both ball ends with beans.
4. Sandpaper smooth and varnish 36" stick.

Note: Holes coincide on both pieces. Lace ball ends and center strip $\frac{1}{4}$ separately.



To PLAY

Purpose of Game - Get double ball over opponent's goal.

Scoring - Each goal counts one point.

Players - Any number from four up determined by size of field.

Field - Any size with goal line at each end and a field center marker.

Method of Playing - Throw and catch double ball with stick.

Playing - Two opponents face each other in center of field, other players stand any position. Referee tosses double ball in air between centers who try to catch it on their stick and throw it to a teammate. Play continues until goal is made.

SPORTS GAMES

Mushball

THIS IS A COMPETITIVE game which was successfully revived in Vancouver, Washington, in 1947, by Carl Gustafson, athletic director, for the purpose of giving older men a chance to participate in active sports.

Similar to softball, it is played with a ball fourteen inches in circumference—which cannot be hit too hard or far.

The pitching distance is thirty-five feet. The pitcher delivers the ball at a moderate speed but is required to give it a slight arc—of approximately a thirty-degree angle and not to exceed eight feet in height. If the ball is thrown too fast, it is an illegal pitch. This is determined by the umpire. There is no walk in Mushball, and every pitch must be completed. A complete count equals five balls and three strikes.

Base running is the same as in softball. Base runners cannot lead off until the ball leaves the pitcher's hands; and unless the batter has legally hit the ball, they cannot continue but must get back to the original base. A play is not over until the ball is under control by the infield. If a runner has started before the ball gets under control, he may continue at his own risk, but is subject to being tagged. No bunting or sliding is allowed. After a flyball is caught, a player on base may tag base and advance; but he cannot run on overthrows and passed balls from the infield. If a foul tip goes over the batter's head, and is caught, the batter is out; and it is an automatic out if any runner is off base. A runner may advance only one base on outfield overthrows.

There are at least eight, but not more than ten, players on a team. The age of the players ranges from thirty-five up; however, two players may be under thirty-five, but not less than twenty-five. Seven innings constitute a game.



The batting "T." The base takes the place of home plate. A series of ten holes are bored along its sides and in the middle, into which flexible rubber-hose uprights in a number of different lengths are adjusted.

Our league last year consisted of twelve teams, playing one night a week and, approximately, twenty-two games a season.

We played for fun only; therefore, the feeling on the diamond was one of fair play and good sportsmanship. There were very few arguments and we always had a competent umpire to settle any issues which might arise.

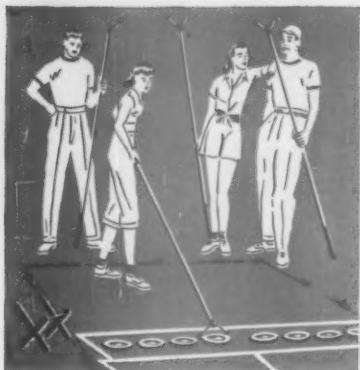
We hope that other athletic directors will like our game and sponsor it into a nationwide sport.—CREIGHTON SANDERS, *Vancouver, Washington*.

Using the Batting "T" With Small Fry

IN THE first year of our baseball school in Wyandotte, Michigan, approximately ninety boys participated. The problem was to speed up the game and

One of Vancouver's mushball teams. Note that the batboy, in foreground, holds regular-size ball beside the larger one used here. This game was introduced in that city in 1947 to give older men a chance in active sports.





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NAME.....

ORGANIZATION.....

ADDRESS.....

boy hitting at the ball. If a batter misses the ball and hits the rubber hose, it is a foul ball. Three such foul balls and the batter is out. Picture also shows the proper stance at home plate, and how to meet the ball on the swing.

The Game Itself

Simple rules were improvised:

1. Any number of players can play. We have twenty boys on a team playing the game.

2. There is no bunting. A batted ball hitting the rubber is a foul ball; but if the ball is caught in the air, the batter is out.

3. There are no strike outs.

4. The batter is out if he throws the bat after swinging and hitting the ball.

5. Base runners are not allowed to lead off base.

6. Players can score from third base only on a hit ball.

7. The game is played on a regulation softball diamond.

8. All other baseball rules in the official rule book predominate and control the game.

How Important Is This Development to the Youngsters

1. The game is speeded up. Where it took three hours for four innings it now takes one and one-half hours for nine innings.

2. The fear of being hit by a pitched ball is gone.

3. The boys are taught the proper way to run bases.

4. The boys learn to bring the ball in by relays from the outfield.

5. It gives the boys confidence because they play and take part in the game all the time.

6. The two important things in baseball are to keep your eye on the ball and the proper swing in batting. These things are developed in this game too.

7. The boys get the athletic bug and keep it. They continue to play and go on into the higher age groups.

Leadership and How to Get Along with Other Boys

1. The boys are taught responsibility.

2. They learn how to play with other boys.

3. They learn sportsmanship.

4. Above all, character building of the right type is brought out at this early age, and the youngsters will find it very

valuable and useful later in life.

This game is important to any community that is running a recreation program. Without it they are forgetting the youngsters. With everyone playing in this game no one gets discouraged. Major league names are given to the various teams. The will to play is always there.—BENJAMIN F. YACK, superintendent of recreation, Wyandotte, Michigan.

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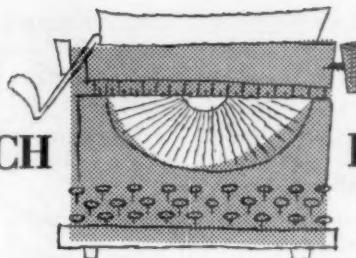
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RESEARCH



REVIEWS AND ABSTRACTS

George D. Butler

Recreation Opportunities in Kansas

The December 1954 *Newsletter* of the Kansas Recreation Association records the findings in a study of the recreation opportunities provided by Kansas communities during the summer of 1954. Reports were submitted by seventy-eight communities, all but eight of which reported one or more recreation activities.

Thirty-seven cities reported 191 supervised playgrounds with a total enrollment of 43,141 children: 17 cities operated them mornings and afternoons; 16 cities operated them only half-days; 4 cities operated some full-days and others half-days. Twenty-two cities operated their playgrounds for an eight-week season, 15 others for a nine- to twelve-week season. Only one city reported a playground season of less than eight weeks.

Baseball and softball were reported separately: 62 cities reported 798 baseball teams with 13,914 players involved in 6,868 games; 35 cities reported a total of 624 softball teams for boys and men with 7,006 players. Of these cities, 18 also reported 124 girls' softball teams with 1,610 participants. The figures gathered indicated that baseball was predominantly a boys' activity in Kansas while softball was predominantly a game for men.

Among the other activities, the most popular from the point of view of the number of cities reporting was horseshoes, followed in order by fishing derby, dramatics, kite flying, and track meets. The largest number of participants—14,788—was reported in the fishing derbies, followed by track meets, kite flying, dramatics, and horseshoes.

Data were also gathered with reference to activities in which instruction was offered. Band led in the number of cities reporting instruction, followed by swimming, tennis, crafts, archery, golf, and baton twirling. The largest number of participants, however, was reported for swimming—18,736—followed by crafts, dancing, archery, band, golf, and tennis in the order named.

The same *Newsletter* reports the results of a salary study in Kansas cities, 16 of which reported. The salaries paid the superintendents of recreation varied from \$4,500 to \$7,500 with an average of \$5,360. Thirteen Kansas cities reported full-time superintendents. The average car allowance was \$44 per month; the average sick leave, two weeks; the average vacation period, two weeks.

Playground Apparatus Use in California Schools

"The Uses of Playground Apparatus in Selected California Elementary Schools" is the title of a doctorate thesis

MR. BUTLER is director of the NRA Research Department.

submitted by Percival M. Bliss, general supervisor of the San Jose city schools, to the University of California at Berkeley. The purpose of the study was to determine how desirable and effective is the playground apparatus commonly used at elementary schools. The results of his study were obtained from questionnaire replies received from 214 schools in the San Francisco Bay area counties and from visits to 50 of these schools, all of which have playground apparatus and a minimum of seven teachers.

The major findings and conclusions were:

- Although considered desirable, play apparatus falls short of its potential contribution to the school program.
- The educational effectiveness of apparatus in use is largely dependent on the amount of planned, skillful teaching given children in its proper use.
- Play equipment as currently used only partially meets general objectives and purposes of modern elementary education; it best meets those which relate to the child's growing responsibility in social relationships, and his desirable physical development.
- The appeal of apparatus to younger children is strong particularly items which give a thrill from active use.
- Non-standard items of play equipment, though not well known to school administrators, apparently stimulate creative, dramatic, and imaginative active play.
- The principal has primary responsibility and exercises the greatest influence in planning for new apparatus.
- No one type of material used for surfacing under apparatus is best, and no material prevents accidents.
- Teacher effectiveness is handicapped by inadequate education in the use of physiological and sociological effects of play as motivating forces in the school program.

Playground Accident Prevention

Safety Education for January 1955 contained an article reporting on the detailed accident records that have been compiled by the Los Angeles City School District. It also recorded the experiments made on school playgrounds with reference to care and use of apparatus and surfaces under them.

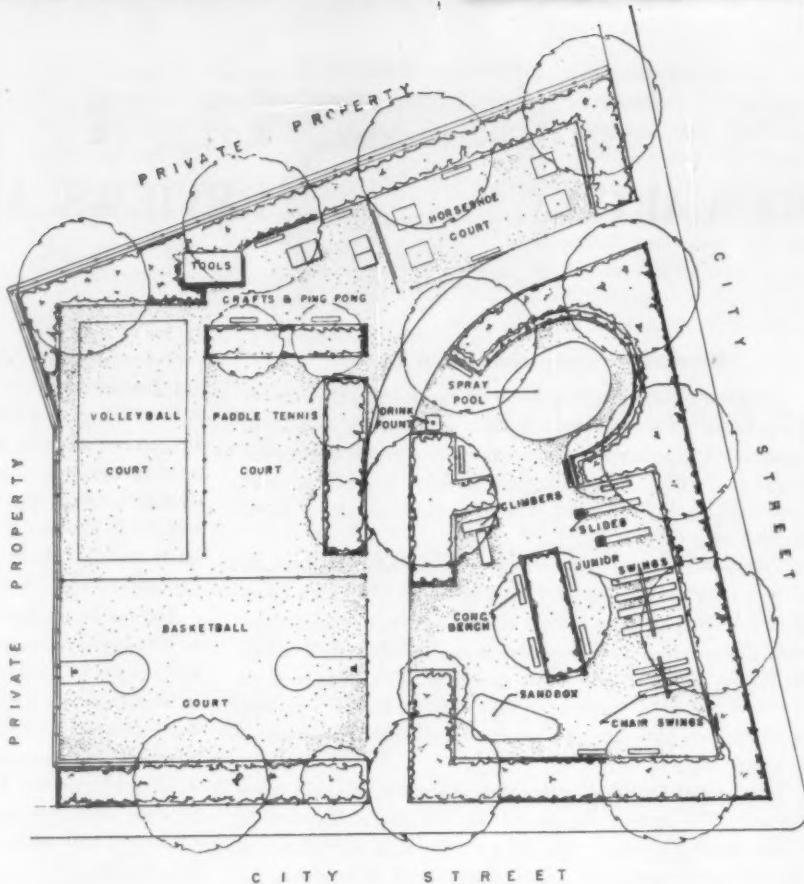
The four conclusions reached by the staff as a result of its observation and experiences are:

1. Supervision and education are the most important factors in accident reduction.
2. Sand under apparatus is not the answer to the prevention of head injuries.
3. Some substance which will cushion the fall without rebound and within the limits of deceleration which the human head can stand should be installed under all apparatus used by elementary school children.
4. Blacktop is the most suitable substances yet developed for the general play area.

Park and playground principles are combined in designing small play areas in overly congested sections of this city.



TYPICAL CITY PARKLET
City of Pittsburgh, Pennsylvania
Department of Parks and Recreation



PARKLETS in Pittsburgh

Robert J. Templeton
and Allen E. Risendorph

A PARKLET is a neighborhood play area, built under space limitations, designed to be as attractive as possible to the user and a credit to the neighborhood. A parklet is an attempt to combine the aesthetics of a park with the utility of a playground. Since there is nothing new under the sun, we do not claim that the idea of the parklet is original with the city of Pittsburgh, but we have not knowingly copied the idea from any other municipality in the country.

In planning the layout of the parklets, we tried to cover family recreation activities by having available facilities

that would take care of the adults as well as the small children. We felt that parents would enjoy sitting in the shade of a tree while their children played on various types of equipment.

A children's play area in a park, with the play apparatus placed on grass-covered areas among trees and shrubs, can be, and often is, a thing of beauty, attractive and inviting. It has its place in the over-all park and recreation program, but it does not answer the problem of taking care of the youngsters in a heavily populated area, where there are no parks.

In Pittsburgh for many years the problem was answered by taking any vacant area, often less than an acre, leveling it off for play purposes, surrounding it with a fence, and calling it a playground. It was usually dusty or muddy, and the smaller children fared

rather badly in the competition that invariably ensued between the boys who wanted to play scrub baseball and the little ones who wanted to use the play apparatus commonly placed in one corner of the area.

It wasn't safe for the smaller children, and it wasn't long before they were chased off the playground by the older boys. Later these same boys were often forced off by older teen-agers who also wanted to play ball and who were able to hit the balls over the fences, meaning broken windows, damaged roofs, and further neighborhood disturbances.

In 1947 the parks bureau and the recreation bureau were united into a parks and recreation department for the city of Pittsburgh. This was an opportunity for the cooperative meeting of minds in a way that had not been possible be-

ROBERT J. TEMPLETON is superintendent of grounds and buildings and ALLEN E. RISENDORPH is superintendent of recreational activities, Department of Parks and Recreation, Pittsburgh.

fore, and the solution of many mutual problems was undertaken. One of the problems studied was that of children's play areas, and we found that it was possible to combine both park and playground principles in designing a play area.

The first parklet was built as an experiment on an existing small playground in a residential area with an ordinary quota of children. Its success was instantaneous and it attracted city-wide attention. It looked good, it worked as planned, and the idea behind it attracted the active financial support of a civic-minded industrialist.

The second and third parklets were built on former school sites in the really heavily congested Hill District of Pittsburgh where the parklet idea was to get its severest test. The fourth and smallest parklet to date was constructed on three vacant lots in a tightly built residential area.

The city now has fourteen parklets of various sizes and of various degrees of complexity. These range from the smallest, which has an area of only 7,500 square feet, to the largest with 24,000 square feet. Even the largest is small by all recreation standards, but it must be remembered that they are being built under real space handicaps. They are not cheap in terms of dollars, as the costs have ranged from \$6,300 to \$23,500. As long as they work, however,

and provide the answer to the congested neighborhood recreation problem, we believe the money will have been well spent.

The money has come from several sources. The city itself has furnished the land, with the cooperation of Allegheny County and the Pittsburgh Board of Public Education, and has developed four of these parklets. In four cases the city has bought or furnished the land while private individuals have generously paid the costs of construction. In one neighborhood, adjacent to an industrial area, the various industries and businessmen banded together and bought the necessary ground and then turned it over to the city which paid for the construction.

Each parklet has posed an individual problem in design which has been complicated in almost all cases by difficult topography. Pittsburgh, as you most likely know, is a city of hills and valleys with little flat land. Also, it naturally follows, the best land is built on first—so the areas left where we can find vacant space are frequently very difficult to develop. One parklet area, 170 by 180 feet, has a grade difference of thirty-six feet from the high to the low corner.

The grading requirements usually determine the maximum amount of flat, usable play space that we can obtain from a given area. We then decide

whether the playground should be developed on one or two levels. One level is considered the best solution, when possible, and all the facilities are then placed in what we think is the right relationship. When two levels are necessary, one is designed for the smaller children and the other for teen-age and perhaps adult use. This complicates the supervision problem, but in some ways it helps because it separates the older and younger children.

This planning of levels is often a fascinating study as it is frequently amazing to see how areas can be floated up or down, within limits, to achieve a desired result such as level access from the street sidewalk to a play area at the proper point. In all cases, we have managed to have at least one entrance to the small children's playground so graded that mothers with baby buggies and small children will be able to enter without climbing dangerous steps.

The supervisory problem has been solved by having the maintenance personnel on duty from early morning until the middle of the afternoon and the recreation leader on duty from the middle of the afternoon until dark. Because of their locations these areas are open seven days a week from June through Labor Day. In May and the balance of September the recreation leader does not go on duty until after school is closed in the afternoon, but

This parklet demonstrates what can be accomplished with a small space within a congested locality. The fourteen parklets, vary in size from 7,500 up to 24,000 square feet.



the regular summer schedule is maintained on Saturdays and Sundays. This enables the leader to properly adjust the needs of the various age groups, up to and including the adults, in a well organized and planned program.

We feel that this cooperative work between the grounds and buildings bureau and the recreational activities bureau has done a great deal to mutually cement proper understanding between activities and maintenance personnel. All play areas are solidly paved for ease of maintenance and a longer season of use. In the small children's area, the play apparatus is placed with the idea that one person can keep it under control during heavy playtime.

In selecting the type of play equipment for these grounds, two considerations are vital to our thinking. One is maintenance and safety, and the other is usability. We have made it a point in the past few years to have no swings, slides, or other apparatus higher than eight feet. The slides are of stainless steel and are six and eight feet in height. The swings are regular and baby types with a maximum height of eight feet. The sandbox is of concrete, constructed with proper drainage. A "catwalk," either in one or two units, is never over seven feet and is provided for climbing exercise and shoulder development.

The spray shower, with a rough concrete base to prevent slipping and consequent falling, is often placed in one corner and is usually located at the lowest corner so that if the drainage is stopped up, the resulting overflow will go directly into a gutter or drain and not flow over the play area. The reason for the spray shower rather than a wading pool is twofold: first, it eliminates

the necessity for additional chlorination and filtration; and, second, it reduces the amount of supervision necessary. The small children seem to have as much fun running in and out of a shower in safety as children in general do playing in a very shallow wading pool.

The sandbox is preferably placed away from the spray pool for many reasons. Swings are best placed along one side with the idea of eliminating the passing of children behind or in front of them as much as possible for safety reasons. Slides, climbers, craft tables, and so on, are located so as to interfere as little as possible with the necessary traffic, with enough benches placed for the convenience of mothers or watchers.

Proper planting for aesthetic and for practical reasons is a very necessary part of every parklet. Naturally, all surrounding slopes are covered with shrubs and ground covers and interplanted with properly placed trees. Even where there are no slopes, however, we consider it essential to provide a band of planting around each play area to insure the green effect which is the trademark of the parklet.

Planting is also used to form individual spaces for various forms of play and, frequently, to separate one piece of play apparatus from another. These interior plant beds break up the playground so that it cannot be used for ball play, eliminate the barren feeling that you get from an unbroken paved play area, and also provide the opportunity to place shade trees at desired points for the physical protection of playground users.

Our experience with planting around playgrounds was very sad until we de-

cided to fence every planting area regardless of location. We use fences extensively for both the safety of the visitors and for plant protection. These fences which surround the planting area are also used for traffic control to prevent accidents by children running in front of or into swings and slides, as well as for general beautification and protection of the entire area. These fences are usually low, three-foot chain-link fences with the wire fabric inverted for safety reasons; that is, with the rounded edge up and the pointed edge down. Naturally, the plantings are kept very simple, and only what we consider rugged material is used.

Up to now I have described the basic and minimum parklet. Where space is available and desirable, we provide play for older children such as a basketball court, a volleyball court, a paddle tennis area, table tennis or ping-pong tables, and horseshoe courts. Some of these games require higher fencing, up to fifteen feet, but at all times we endeavor to maintain the parklet atmosphere with surrounding and separating planting. As you can see from the list of facilities available, an attempt is made to cover in a modified way the recreation needs of the family.

The parklet plan has been adopted by another local organization. The Housing Authority of the City of Pittsburgh has included a parklet type of children's playground in the last two of their developments, in addition to landscaped tot lots. It might be noted here that the department of parks and recreation was asked to cooperate very closely in the planning and design of these parklet areas so that they are of the same type as ours and embody the same features.

We believe that our efforts to produce workable neighborhood play areas have met with a considerable degree of success. We tried things on our first parklet that we would not think of trying now, and we are constantly learning what we can or cannot do. In observing the usage of these parklets, our feeling is that the beautifying of the area through the use of plant materials reduces the destruction often present in barren play areas. The parklet, in our estimation, means more safety and increased recreation for all of the citizens in a given community.

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ORGANIZATION of SERVICE to SENIOR CITIZENS

Karl F. Edler

The Omaha Senior Citizens' Program is a new advisory service available to homes for the aged, churches, public and private welfare agencies, group work and recreation program agencies, service clubs, and organizations who wish to sponsor activities for older people. Sponsored by the Community Services and the Park Recreation Commission, this provides information and consultation on activity organization, promotion, supervision, finance, facilities and participation. In addition, the Omaha Senior Citizens' Program sponsors a limited number of activities that are city-wide in nature for the older people.

During 1948 many recreation and some welfare authorities throughout the United States operated programs of activities for older adults. The idea was not entirely new, but most cities were just recognizing, for the first time, the necessity for a well-organized approach to leisure problems of oldsters.

Things were different in Omaha. A small group sponsored by the alumni association of a local university was initiated that same year. Called the Best Years Club, it devoted regular meetings to discussions based on problems of approaching old age. These were led by local authorities in gerontology and attended by a number of professional and business people. The local Council of Jewish Women organized and sponsored a Golden-Age Club and met with moderate success. The idea was just beginning. . . .

By 1950 the idea had been discussed among executives of several agency members of the group work division of United Community Services. At a division meeting, the film *Life with Grandpa* was shown, with an inspiring talk. The division decided to take on as a project the stimulation of programs of activities for older adults. A committee was formed, and its first recommendation was that a definite pilot project be undertaken. In May of 1952 the first senior citizens' handicraft exhibit was sponsored as a part of the Omaha Home Show.

Interest among exhibitors (limited to those over sixty) and viewers was heartening. The committee went back to

work with renewed vigor. Programs in other cities were examined. Open meetings were held and were attended by agency executives and board members, superintendents of homes for the aged, physicians, old age assistance workers, and interested laymen. After many sessions a series of recommendations were made:

1. That a city-wide decentralized recreation program for older persons in Omaha be established on a demonstration basis, not to exceed three years. Activities under this program should be carried on by all public and private recreation and group-work agencies, in homes for the aged, nursing homes, and in other places such as schools and churches which lend themselves to such activities.
2. That the project be set up with a view of its becoming permanent at the end of three years (December 1955).
3. That a qualified person with experience and background in recreation for older persons be hired to direct the project.
4. That the director of the project be responsible to an executive board of seven members, one of whom should be the superintendent of parks and recreation. The secretary and chairman of the group work division should be ex-officio members of the board.
5. That an advisory committee of approximately thirty members from agencies, central religious groups, and club federations be formed to aid in interpretation of the project to the community.
6. That the office of the director of the project be located in the parks and recreation department.
7. That, if free space for housing the director can be obtained in the parks and recreation department, the cost of the project during the first year of operation would require approximately \$7,500.

KARL F. EDLER is director of Omaha Senior Citizens' Program, which is sponsored by the United Community Services and the Omaha Park and Recreation Commission.

8. That the Community Chest be requested to provide \$5,000 and that the park and recreation commission be asked to provide the remaining amount needed, not to exceed \$2,500.

9. The director's job should be:

a. To provide, with the chairman of the executive board, for meetings of the board and the advisory committee.

b. To interpret the need for senior citizens' social programs in Omaha to agencies and organizations and to the public at large.

c. To provide a consultive service to Omaha agencies and organizations interested in provision of activities for senior citizens.

d. To provide some events, city-wide in nature, to be participated in by the older community.

The recommendations of the committee were approved by the group work division, and subsequently by the Community Chest and the park and recreation commission late in 1952. A trained person to head up the project became the object of a search which lasted nearly a year. During this time the second senior citizens' handicraft exhibit was sponsored and became a success through the efforts of the secretary of the group work division.

The Omaha Senior Citizens' Program has operated *with a full-time director* for nine months. [As of May 1954—Ed.] Progress is largely intangible. There are, at the present time, several clubs for older people in town, with a total membership of 1,569. The four clubs sponsored by group

work agencies have a total membership of approximately 200. Other agencies are at the point of provision of leadership and planning for programs. One or two programs of a special nature have been sponsored and participated in by local homes for the aged.

There are three jobs which must be accomplished to insure a coordinated growth of senior citizens' activities:

1. Education of the community at large to recognize social needs of seniors and the value of organized social programs to meet these needs.

2. Education of agency and organization executives, officers, and staffs to accept the responsibility for initiating their own senior citizens' activities and retaining them as an integral part of their program.

3. Education of community's older people to take the responsibilities of true senior citizens (i.e., to take advantage of opportunities presented them and to become once more a useful part of the community).

From a late start, Omaha has accomplished a great deal more in some ways than many other cities. Its senior citizens' program has demonstrated the effectiveness of cooperation between a tax-supported public recreation agency and a voluntarily-supported Community Chest and social planning council. We are convinced that through city-wide cooperative planning and action, initial development of services for oldsters is somewhat retarded, but that ultimate results in terms of quantity and quality of services will be much greater than any one agency, public or private, could have achieved.

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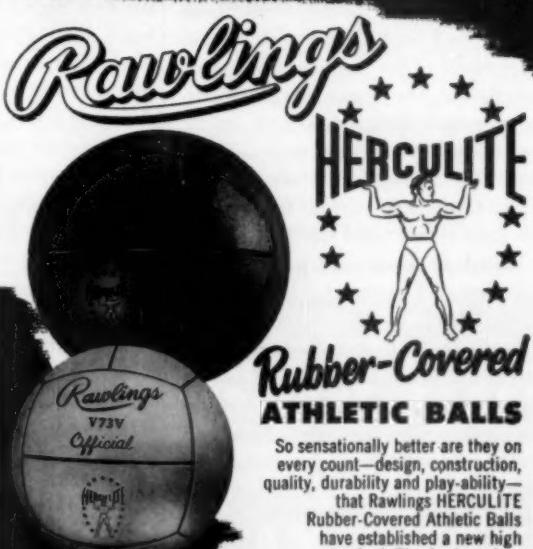
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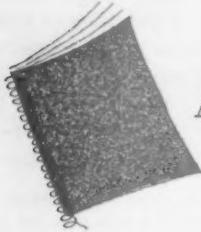
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A REPORTER'S NOTEBOOK



Mr. Prendergast is shown as he was awarded the honorary degree of doctor of laws by Dr. Donald C. Stone, president of Springfield College. The doctoral hood was placed on his shoulders by R. William Cheney, dean of students.

Joseph Prendergast Honored

An honorary doctor of laws degree from Springfield College has been awarded to Joseph Prendergast, executive director of the National Recreation Association. The degree was given during a recent Recreation and Youth Leadership Institute held on the college campus in Springfield, Massachusetts. Public recreation officials from all of New England attended the institute and the convocation ceremonies.

Governor Dennis J. Roberts of Rhode Island, in the convocation address, declared that the concept that government has a duty to serve as well as protect its people "makes it natural that we should increasingly turn our efforts to a sound and comprehensive recreational program . . . Recreation is as much a part of our way of life as any other function instituted by the laws of our state."

Martha Maitre—Mobile's First Lady

Mobile, Alabama, recently named Mrs. Martha Maitre, recreation superin-

tendent, "First Lady of 1954." The award came from the City Council of the Beta Sigma Phi Sorority. The Mobile County PTA Council also honored Mrs. Maitre with a life membership award for her "excellent service to children and youth."

During her twelve years with the Mobile Recreation Department, Mrs. Maitre has been instrumental in organizing, among other things, three clubs for senior citizens with over 210 members, an annual playground music and folk dance festival, and youth recreation councils. In addition to her professional duties, the energetic "First Lady" finds time to participate in numerous local, state, and national organizations, as well as to manage a home and family.

Dyer Jones Retires

Dyer T. Jones, director of the Maplewood Community Service, Maplewood, New Jersey, received a number of honors upon his retirement in April after thirty-three years in recreation work in the area. The local Kiwanis Club presented him with a twenty-five

year membership pin and a check at a testimonial luncheon, and the Lion's Club honored him with a dinner. He also received a recognition award at the Middle Atlantic District Recreation Conference held in Buck Hill Falls, Pennsylvania, in March.

Want to Start a Community Band?

Any community, large or small, can have its own band. The American Music Conference tells how in a new informative booklet, *Organizing a Community Band*, which cites examples of successful community music organizations, lists the benefits and pleasures a civic band can provide its community, and explains in detail the procedures for organizing, financing, and developing the band.

Available on request from the American Music Conference, 332 South Michigan Boulevard, Chicago 4, Illinois.

First "Little Theatre"

Thalian Hall in Wilmington, North Carolina, is a memorable landmark in the history of the little theatre movement in the United States. The hall, with cornerstone laid in 1855, is the home of the Thalian Association, organized in 1788 and the oldest little theatre group in the country. The building has been repaired many times, in recent years with financial aid from the city. Originally the Thalians were a dramatic club for men only. One of its actors later became a bishop. Also included in its list of members have been a governor of the state and a doctor famed as "a bold and brilliant operator" in the days before anaesthetics.

Recreation in Industry

- The recreation budget of the country's industrial firms is now twice the amount expended seven years ago, according to the *New York Times Magazine*. Altogether an estimated \$800,000,000 is being spent by some 30,000 firms annually on athletic, social and cultural recreation for their employees. The companies have found that "play-as-you-go" programs pay off in improved morale, higher productivity, lower absenteeism and labor turnover.

More than 150 different activities are covered by American industry, ranging from Bible study to beauty contests, from painting to Ping-pong, from sym-

phony orchestras to sling-shot clubs. Athletics are the most popular, with bowling, softball, golf and basketball heading the list. Company bands, orchestras and glee clubs have grown so rapidly that one firm recently advertised for: "Welder who can play trombone."

• The Firestone Tire and Rubber Company, Akron, Ohio, has an employee country club with tennis courts and two eighteen-hole golf courses, a clubhouse with a swimming pool, and bowling alleys. Other activities include duplicate bridge, chess and checkers, gardening, rifle and pistol clubs. The company has a stadium used by basketball and softball leagues and for other sporting events. Firestone's new director of recreation, F. A. (Whitey) Wahl, succeeds Paul P. Sheeks, who retired last December after thirty-five years with the company.

International Note

On returning from a trip around the world, Mr. Raymond E. Hoyt, assistant regional director of the National Park Service, reports, "I found that in the large cities there were more parks and

play areas equipped with play apparatus for children and game spaces for youth than I expected. In the smaller communities and rural districts, however, no such opportunities were found. It was pathetic to see so many young children working in the fields and in the shops." Mr. Hoyt visited with recreation and park officials in various countries on behalf of the International Recreation Service of the National Recreation Association.

Notable Aquatic Safety Record

Representatives of the Greater Los Angeles Chapter, National Safety Council, presented an "Award of Merit" to the recreation and park department's aquatic division in recognition of its achievement in maintaining a "no accidental drowning" record at municipal beaches, pools, and lakes during the calendar year 1954. George Hjelte, general manager of the recreation and park department, reported that 14,244,957 swimmers, anglers, and other recreation-seekers used the municipal aquatic facilities during the year. C. P. L. Nicholls is the supervisor of aquatics for the city.



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ELIGIBLE LISTS DON'T ALWAYS WORK*

As administrators, we are vitally concerned that positions in our organizations are filled with the best qualified personnel obtainable. We are not only interested in an applicant's ability to do the job immediately at hand, and to relate properly to others in the department, but are also concerned that he have intangible, basic qualities which will make it possible for him to move up the promotional ladder to positions of greater responsibility. At the same time, we want to be able to select and appoint impartially, without undue pressure from outside sources, political or otherwise.

Unfortunately, the desire for strong safeguards in the placement process in public service has sometimes resulted in testing and selection procedures that fail to produce the desired results. Because of an attempt to be entirely impartial and completely objective, some public personnel agencies have hesitated to adopt new selection techniques even where the nature of a position would indicate a specialized approach. This factor must be reckoned with in any move to materially change selection techniques in public jurisdiction.

Recreation agencies deal in services for people. The way in which a particular service is rendered depends upon the aptitudes, skills, and personality of the employee involved.

This is particularly true of the person responsible for face-to-face leadership on a playground, in a recreation center, or in a camp. Creativeness, understanding, sensitivity, and willingness to move along with a person at his own pace result in a more successful program. Absence of these qualities results in mediocrity.

Even when a person has superior basic knowledge of the mechanics of games,

crafts, nature, or other activities, a lack of the intangible qualities spells the difference between a passable performance and an inspired one.

We have seen a playground program which has been functioning at a very average level of participation change to a bustling and highly creative operation by substituting a director with initiative, originality, and leadership ability. These same qualities are the ones that make a good recreation supervisor.

If we could utilize selection techniques that would give reasonable assurance of obtaining an employee with the proper basic qualities, much time could be saved for the personnel agency, the operating department, and the man on the eligible list who, because he isn't properly fitted to do the job, will probably be eliminated before his probationary period is completed.

Fortunately, very few public jurisdictions operate without some sort of a probationary period. Where selection process does not adequately test for intangible qualities, the probationary period must be considered an important phase of selection. It should be long enough to allow an adequate appraisal of the probationer, and should not be handicapped by undue restrictions against separation at any time before the period runs out.

Our need for proper testing for basic qualities is also present when promotions are to be made from the lower ranks. The need for thinking about promotion when selecting for the lower positions cannot be overemphasized.

Some agencies have been experimenting and using newer types of selection procedures which give promise of predicting more accurately how a candidate will perform on the job. The oral examining board, made up of at least

three experts in the field, is being used more and more to evaluate the personality, education, and experience of the person applying for professional work. The group oral, in which as many as five or six of the candidates for a given position appear before an examining board, has been used in some localities with evident success. The interaction of candidates, one with the other, in a group situation has made possible for the examining board to make thorough appraisal of certain personal qualities. Psychiatric tests used individually or with the help of a psychiatrist on an examining board are also being used for certain types of positions. Other new techniques are under study, some of which may have value to the recreation field as they prove their worth.

Although there are other factors that will affect the quality of professional personnel, one important factor will be the extent to which we utilize techniques which will measure and predict the personal qualities that we seek in our recreation leaders, specialists, supervisors, and other professional personnel.

Recent Appointments

Frank A. Anderson, recreation leader, Irvington House, Irvington on Hudson, New York; *Kenneth Badertscher*, supervisor of boys' work, Recreation Department, Lancaster, Pennsylvania; *Sam Basan*, superintendent of recreation, Crystal Lake, Illinois; *Lorraine Borman*, director of teen-age center, Recreation Department, Belleville, Illinois; *Alphonse Cukierski*, superintendent of recreation, Valley Stream, New York; *Frank Evans*, director, Maplewood Community Service, Maplewood, New Jersey; *Ara Mantarian*, assistant director, Hayden Recreation Center, Children's Village, Dobbs Ferry, New York; *Richard E. Miller*, superintendent of recreation, Norwalk, Ohio; *Richard H. Miller*, director of youth center, Canajoharie, New York; *Wallace E. Morrick*, superintendent of recreation, Lockport, Illinois.

JAY VER LEE is the superintendent of recreation in Oakland, California.

* From a talk given by the author at the Conference of the California Society of the American Institute of Park Executives.

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This book is concerned with administration as it is related to the school programs of health and physical education, with implications for recreation.

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PHILOSOPHY of RECREATION and LEISURE

By DR. JAY B. NASH. 222 pages. PRICE, \$3.50

This book deals with the leisure-time activities of adolescents and adults. Education as a process is discussed only as it lays the foundation for a wide range of leisure pursuits. It is a study of what men do with time made captive through the development of the machine. It stresses the startling and disturbing fact that the great masses of men are both ignorant and indifferent to the debilitating power and influence of this new giant of commercial mass communication in our midst. The book presents a philosophy. The treatment is accumulative, but each chapter is, in a sense, a unit presentation of the problem of the use of leisure.

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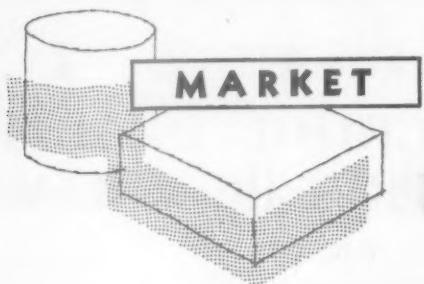
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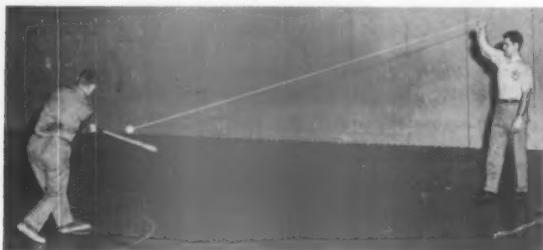
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PRECUT HOUSE YOU CAN ASSEMBLE YOURSELF, Richard F. Dempewolff. Popular Mechanics Press, 200 East Ontario Street, Chicago 11. Pp. 128. \$2.50; a complete set of ten blueprints is \$12.50.

RECREATION FOR ANCHORAGE—Preliminary Plan. City Planning Commission, Recreation Planning Committee, Anchorage, Alaska. Pp. 42. \$1.00.

ROUND AND ROUND AND ROUND THEY GO, Oliver Daniel. C. C. Birchard & Company, 285 Columbus Avenue, Boston 16. Unpaged, \$1.00.

SCIENTIFIC BASKETBALL, Howard A. Hobson. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 267. \$4.75.*

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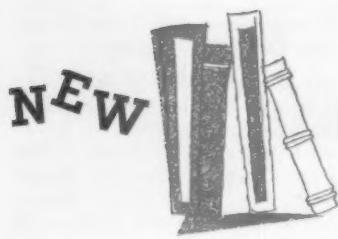
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BEACH AND POOL, March 1955

Oakland's Newest Swimming Pool,

Florence V. Birkhead.

Two Award-Winning Pools.



PUBLICATIONS

Covering the Leisure-time Field

Have Fun With Your Son

Edgar S. Bley. Sterling Publishing Company, 215 East 37th Street, New York 16. Pp. 124. \$2.50.

As an aid to family recreation, here is a book telling of a hundred different things which are fun for a father to do with his six- to ten-year-old boy. All these ideas emphasize things to do together rather than paying to be entertained. The author is curriculum coordinator for the elementary division of the New Lincoln School in New York City. In innumerable conferences with parents, he has been asked for suggestions to help fathers find their place in the lives of their children. Doug Anderson's amusing illustrations add much to the book.

Garden Philosopher

C. M. Goethe. Keystone Press, 514 J, Sacramento, California. Pp. 327. (This book is not for sale. Copies have been presented to many libraries and to friends.)

Out of fourscore years of living packed with service and studious reflection on the meaning of things, out of countless pilgrimages to almost every country on earth, out of visits to gardens afar and years of tilling his own plot, Mr. Goethe has distilled wisdom from the garden as applied to human life. His text and scores of unusual pictures point up this philosophy.

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Aileen Fisher and Olive Rabe. Plays, Inc., 8 Arlington Street, Boston 16, Pp. 285. \$3.50.

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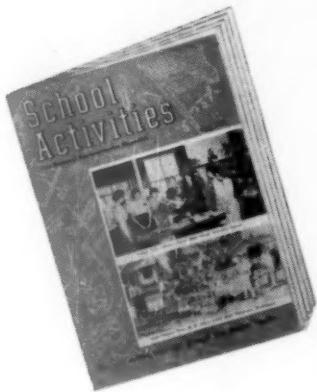
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National Sports Festival

The Festival is a national observance that will take place in many communities throughout the United States some time during the month of May. Interested persons in their respective communities will cooperate in planning and initiating activities that call attention to the values of

sports and recreation in American life. Individuals and groups, at all age levels, will be encouraged to participate in many wholesome recreational activities appropriate to age, sex and physical condition. Community celebrations are to be educational and recreational.

PURPOSES

To stress the values of well-conducted sports and recreational activities in the community.

To encourage widespread interest and support in sound programs of recreation and physical

education.

To introduce more and more people to the fun and recreational benefits of healthy sports participation.

PROGRAM OF FESTIVAL

Each community is urged to develop its own program — according to its interests and resources as a cooperative enterprise involving many citizens and civic groups. A community may decide to carry out activities aimed at the above purposes in a celebration lasting a day, a week, or even longer during the period set

aside for the Festival. The national sponsors suggest activities of the kinds listed in this brochure, and urge that each community program be representative of best thinking of educators, recreation leaders and other forward-looking citizens.

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